

# Elementary English in Action

GRADE VII



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# Elementary English in Action

GRADE VII

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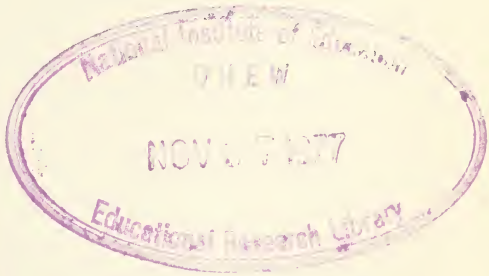
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BOSTON NEW YORK



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## PREFACE

The purpose of *Elementary English in Action* is to help boys and girls to find in play, in work, at home, and at school things they want to say, and to enable them to express their ideas easily, naturally, correctly, effectively. Not by accident is *In Action* a part of the title. We have tried to make English an active, dynamic subject and to stimulate, entice, and help young people to live on paper and in speech.

This book, which is a course for the seventh year, provides abundant material for the normal pupils of the grade. Slow pupils in a class may omit exercises or the more difficult sentences at the end of exercises; slow classes may postpone one or more units until the eighth or the ninth year.

Because conversation is more natural than writing, the starting point in teaching English is conversing. The conversation unit, the first one in the book, makes the pupils speech-conscious, helps them to form desirable language habits, and prepares for other types of speaking and for writing.

True to its name, *Elementary English in Action* has a maximum of examples and practice and a minimum of theory and rules. Moreover, the explanations are simple and informal and are commonly based on the illustrations. In the presentation of a topic in composition there are regularly three steps: (1) a brief explanation; (2) the discussion of an example, preferably from a pupil's theme; (3) practice based on such a large number and wide variety of suggestions that every pupil will find at least one topic of interest to him. A usual procedure in explaining a grammatical point is to ask a question about three or four sentences; to help the pupil to answer the question; to derive a simple rule, defi-

nition, or generalization; to add a model to show the pupil just how to go to work; and then to give him an abundance of practice.

Twelve planks in the platform on which *Elementary English in Action* is built are:

1. Explanation without illustration and practice is valueless. Paragraphs of abstractions terrify but do not enlighten pupils.

2. Good speech and writing habits are more to be desired — and harder to secure — than a knowledge of correct forms.

3. Practice is of little value unless or until a person sees a need for it. Because arousing pupils to undertake enthusiastically, energetically, and systematically the job of breaking their bad speech and writing habits and forming good ones is in many schools half the English problem, a textbook should show the practical value of the work to be done; touch a variety of boys' and girls' interests as a basis for oral and written language; and provide for study picturesque, lively, informing sentences, paragraphs, and stories.

4. Because the average person talks approximately one hundred times as much as he writes, a high percentage of the composition work in school should be oral. Major emphasis should be placed on the types of speech and writing most frequently used — conversation, story-telling, and explaining, for example.

5. As a model, a good piece of pupil writing is ordinarily more stimulating than a literary masterpiece. A teacher should not "hold up a picture of the Colosseum and say, 'Go make a woodshed like it.'"

6. The aims in grammar teaching are to help pupils (1) to write and speak correct sentences, (2) to construct varied, effective sentences, (3) to punctuate correctly, and (4) to extract thought from the printed page. Grammar should therefore be reduced to the lowest terms compatible with learning to speak, write, and read.

7. The best way to study grammar is by applying it.

Pupils learn grammar rapidly when they use it in building varied sentences.

8. The criteria for the selection of drill material and the determination of how much emphasis should be placed on each point selected are the frequency of use and the frequency, persistency, and social seriousness of error.

9. "Written composition should be thought of primarily as a tool to be used in meeting real expressional demands in school and outside."

10. Creative expression — that is, translating experience into words to share what is too good to keep to oneself — is a vital and valuable part of an English program.

11. A maintenance program is essential in effective English instruction. Not only do pupils need review to prevent forgetting and to relearn what has been forgotten, but also with maturation they are ready for the application of a principle — for example, the agreement of a pronoun with its antecedent — to more difficult examples.

12. The best way to help pupils to learn what they need to know about grammar, spelling, punctuation, capitalization, and the effective sentence is to "test, teach, test, teach, test, teach to the point of mastery." Half-knowledge is of little value.

Because testing is an essential part of teaching, the text contains many varied mastery tests so constructed that either the teacher or the pupils can score them quickly and accurately. To provide an opportunity for retesting after reteaching we have included two equally difficult forms of every mastery test. Teachers who like to begin with a diagnostic test may give one mastery test when pupils start the unit and the other when they complete it, and thus measure achievement and progress.

Inside the back cover is a model for a progress graph. The teacher may have every pupil, using this as a guide, draw a progress graph and enter on it his per cent in each mastery test. Pupils enjoy worth-while work when they know that

they are mastering their problems. The progress chart should be both a record and a stimulus.

Believing that no two teachers will wish to present the work in exactly the same order, we have divided the book into two sections, "Exercises in Speaking and Writing" and "The Sentence and the Word." This arrangement and a full index and table of contents make it easy for the teacher to find the drill exercise which the class most needs at the hour and to use it as a preparation for the speaking and writing and for a pupil at work on a project to find help in building correct, clear, forceful sentences.

To Miss Maude E. Mitchell, teacher of English in Jefferson Junior High School, Rochester, New York, sincere appreciation is expressed for constant assistance and helpful suggestions and for careful testing of exercises in the classroom. Miss Kathryn Tressler, a teacher of English in the New Providence (New Jersey) Junior High School, made valuable contributions. Grateful acknowledgment is made to the English teachers of Jefferson Junior High School for their coöperation, especially to Miss Ethel Dunn, Miss Dorothy Mount, and Mrs. Pauline B. Seibold.

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ELEMENTARY  
ENGLISH IN ACTION.

*SECTION I*

*SPEAKING AND WRITING*



# ELEMENTARY ENGLISH IN ACTION

## *Part One*

### UNIT 1

## CONVERSING

### The Art of Conversing

I missed the chance of a lifetime last Wednesday. I was one of the committee from our scout patrol chosen to meet Admiral Byrd at the train and take him to the hotel. The day before I had polished, scrubbed, and pressed, so that I would look just right.

The eventful moment came. Admiral Byrd arrived and was rushed to the waiting automobile. I was excited when I learned that Bob Black and I were assigned to his car. After we were introduced and the car was started, there was a sudden silence. I racked my brain for something to say and couldn't think of a thing. My tongue felt thick, my voice stuck in my throat, my mind was a blank. Presently I heard Bob talking, asking interesting questions. Both he and Admiral Byrd seemed to be having a wonderful time. When we arrived at the hotel, a group of men surrounded Admiral Byrd, and my chance was gone.

Some fellows talk so easily. I wonder how they do it. I've made up my mind that I am going to find out. — PUPIL

In contrast to this boy there are some people like Gratiano, a character in Shakespeare's *Merchant of Venice*. Bassanio says of him, "Gratiano speaks an infinite deal of nothing. His reasons are as two grains of wheat hid in two bushels of chaff. You shall seek

all day ere you find them; and when you have them, they are not worth the search."

There is a happy medium between that tongue-tied condition and mere idle chatter which is "an infinite deal of nothing." How we admire the person who can find the right topic and can keep his end of the conversation going in an entertaining way!

Good speech is valuable in school, at home, or in business. A boy applying for a position may look promising and may have written a good application. But if in his conversation he uses such expressions as, "Huh," "Whaje say," "I ain't done thachet," "I seen him," an employer immediately decides that he is ignorant and careless. Dr. Eliot once said, "As a person is judged by the company he keeps, so he is judged by the English he speaks."

### *Practice 1*

Study the following questions and prepare to discuss each:

1. How much time do you spend in conversation in one day?
2. What different occasions for conversation do you have during one day? For example, you talk with your mother at breakfast, you call for a friend on the way to school.
3. What are three characteristics of a good conversation?
4. Should one use slang freely in his conversation? Why?
5. Do you know an interesting conversationalist? Why do you enjoy his or her conversation?
6. Do you know someone who is not a good conversationalist? What seems to be the reason?
7. Why should we try to get the habit of using good English in everyday conversation?
8. How important is conversation in our school work?



## Voice

Did you ever stop to think that you are living today in a speaking world — a world of telephones, of talking pictures, of radios? Your world is growing more speech-conscious every day. What part are you playing in it now? What part are you going to play in it later?

### *Practice 2*

Read the following article taken from "Along the Editor's Trail" in *The American Girl*. Then answer these questions:

1. What criticism does this writer make?
2. Does this criticism apply to you?
3. How does it apply to boys as well as to girls?
4. What can you do to improve your voice?

I saw them come aboard at Liverpool — six of the most attractive girls I had looked at in all the weeks I had been in England and France. Fresh skins, sparkling eyes and lithe bodies; simple clothes worn with an air, well-groomed hair, well-shod feet — everything, in fact, to cause me to murmur to my companion:

"Americans! Aren't they a charming group?" There was pride in my voice. "After all, our girls *are* —"

But I never finished my remark. I was interrupted by an ear-splitting cackling — I can't think of a better word — as the girls came up the gangplank. And the cackling came from the lips of several of the six "charming" girls! They were laughing and talking in voices that were unpleasant enough to cause several people to turn and look at them.

"It's too bad," said my companion dryly, "that they don't spend as much time cultivating pleasant voices as they do selecting becoming clothes."

All the way across the Atlantic we heard those voices — on the deck, in the dining saloon, in the lounge, and on the dance floor.

When I got home, I listened carefully to voices in buses and street cars and restaurants. I wanted so much to prove to myself that the six girls on the ship were not representative. But although I believe I never heard voices quite as bad as theirs, I was shocked at times at the sounds that issued from lovely lips.

Then, just a few days ago, I picked up *The Saturday Review of Literature* and behold! the leading editorial commented on the prevalence of rasping speaking voices among girls. And it went on to say:

“There is no worse advertisement than bad speaking. It takes a more than passable beauty to make up for squawks and shrillings.”

It's about time that voices were given a little grooming as well as hair and skin and finger nails. — *The American Girl*

### Improving Your Voice

Your ability to speak well may mean money to you some day. The very first step is for you to want to improve your speech. Next, you must begin at once to listen to the speech of people about you and to the radio announcers. Test their voices by the following standards:

1. A good voice is clear. It is not husky or rough or nasal. The first duty of a speaker is to make it easy for his hearers to understand every word he says.
2. A good voice is pitched low.
3. A good voice is animated and never monotonous. It is eager, full of life, and shows interest in what it is saying.

After you have tested the voices of others, listen to your own speaking. Try to hear how your voice really sounds. Decide what qualities are good and what are bad.

### Distinctness

Distinct enunciation and correct pronunciation are absolutely necessary to good speech. Study and practice these suggestions:

1. Speak slowly.
2. Open your mouth. Give your words a chance to come out. Don't swallow them, or force them through your nose.
3. Use your jaws, lips, and tongue actively. Unlock your jaws. Make definite movements with your lips as you say your words.
4. Speak forward. Try to form your words in the front of your mouth, just behind your upper teeth.
5. Finish each word. Say *going* (not *goin'*), *have asked* (not *have ask*).
6. Speak each word clearly. Don't run words together. Say *did you* (not *didja*); *will you* (not *wi'yuh*); *give me* (not *gimme*); *couldn't* (not *coulden*).

### Notebook Work

Begin at once to correct your speech. In your notebook record the following words that are commonly mispronounced and add to the list as you discover other errors of your own. The page might look like this:

#### Speech Errors

CORRECT PRONUNCIATION	RHYMES WITH
1. get	let
2. because	laws
3. can	man
4. just	must
5. you	few
6. says	fez

### Good Manners

A courteous person tries to put others at their ease in conversation. He talks about subjects that he thinks will be entertaining and avoids those which might hurt someone's feelings. He does not boast nor act conceited.

A courteous listener really listens. He may not always agree with what is being said, but he never interrupts nor contradicts with such expressions as, "You're all wrong" or "That isn't so." When there is an opportunity, he expresses his opinions quietly, introducing his ideas with "I have always thought that —"; "I understood that —"; "Isn't it true that —"; or a similar expression.

### *Practice 3*

Appoint a temporary chairman or have the class president take charge. He will see that different groups in the class choose for discussion the following topics. In order to have all take part some topics may be chosen by more than one group.

1. Two boys tell a third about last night's game.
2. Two members discuss the class attendance record with another who takes the part of the teacher.
3. Three girls discuss a school play.
4. Two boys try to make sense out of a Latin or French sentence.
5. Two girls tell a third about seeing the first inter-school basketball game of the season.
6. Three corridor guards make suggestions for improving class passing.
7. Three members of the Lunch Room Committee tell of conditions in the lunch room, and suggest improvements.
8. Two girls tell a third, who has been absent, about the last assembly program.

9. An athletic contest has just started. Two boys tell two others about it and answer their questions.

10. Two girls who are enthusiastic skaters try to encourage two or three others to go to the meet.

11. Two members of the glee club, band, or orchestra discuss the value of being a member of a musical organization and try to persuade a third to join.

12. Members of clubs, such as stamp, hiking, scrapbook, camp cookery, basket-weaving, tell others of the merits of their clubs and urge their companions to join.

### *Practice 4*

The following are subjects which might be discussed in conversation. Prepare to say something on each. The teacher will ask the first question. If the pupil who is called upon answers satisfactorily, he may ask another pupil a question. The one asking is the judge each time as to whether or not his question is completely answered. The teacher will see that everyone has a chance to take part.

1. Did you take any particularly enjoyable trip during vacation? Where?

2. What is your favorite sport? Why?

3. What benefits are derived from gymnasium work? From swimming?

4. What is your hobby? What is its value to you?

5. What are some different ways in which thrift can be practiced in school?

6. What is school spirit?

7. How can you become a better member of your school community?

8. If you were given the opportunity of living in another country for a year, which one would you choose? Why?

9. What is your favorite song? Why?

10. Do you like poetry? Why?

11. Have you ever seen the sunrise? Where? When?

12. What is your favorite magazine? Why?
13. What kind of radio programs do you like? Why?
14. If you were given the opportunity of a year's travel, where would you go? Why?
15. Do you think dogs show intelligence? Give an illustration.
16. What interests you most at the zoo? Why?
17. What interesting book have you read recently?
18. What animal heroes do you know about?
19. If you could have lived in any other period of history, which would you have preferred? Why?
20. What is the connection between patriotism and obeying laws?

### *Notebook Work*

During the next week keep a list of the mistakes you notice in pronunciation and grammar. Include in this list mistakes you yourself make, as well as those made by your associates. Your teacher may use a few minutes of each recitation during the week for a discussion of the lists.

### **Conversation in Social Groups**

You should know the little courtesies that are considered good form in meeting people, and proper conduct in social groups. When you do not know what to do, you are uncomfortable and do not enjoy yourself. On many occasions you will have to introduce people to each other.

(Right) "Father, I would like to have you meet Mr. Coach."

(Bad) "Father, shake hands with Mr. Coach."

(Right) "Miss Charming, may I present Mr. Newcomer?"

(Bad) "Mr. Newcomer, meet Miss Charming."

(Right) "Mr. Strong, Mr. Bachelor."

(Bad) "Mr. Strong, meet Mr. Bachelor."

(Right) "Mother, I want you to meet Grace Stranger."

(Bad) "Grace, this is my mother."

What should you say when you are introduced to someone?

(Right) "I am very glad to meet you, Mr. Ernest."

(Bad) "Pleased to meet you."

(Right) "How do you do, Mrs. Green?"

(Bad) "How are you?"

We look with admiration at the one in a group who seems to know how to introduce strangers, include them in the conversation, and put them at their ease. Each person should feel it his duty, whether he is host or guest at a party, to do his share to keep the conversational ball rolling. Do you remember in *The Birds' Christmas Carol* Mrs. Ruggles' instructions to Cornelius before the children went to the Birds' for dinner? She had the right idea, although we are amused at her way of expressing herself.

"Now, Cornelius, what are you goin' to say ter make yourself good company?"

"Dunno!" said Cornelius, turning pale.

"Well, ye ain't goin' to set there like a bump on a log 'thout sayin' a word ter pay for yer vittles, air ye? Ask Mis' Bird how she's feelin' this evenin', or if Mr. Bird's havin' a busy season, or somethin' like that."

### Practice 5

Imagine your class is a group at a party. Select a host and hostess. Some will be out-of-town guests, one or two might be honor guests, and some might represent

elderly people. Dramatize the necessary introductions. Have as many as possible take part.

### *Practice 6*

Divide the class into groups of two or three. Each group will give the imaginary conversation which might take place in one of the following situations.

1. Two boys or girls meet a former teacher.
2. You meet a friend of your mother's on the way down town and walk several blocks with her.
3. You meet the principal of your school at a church supper.
4. Two boys or girls meet their camp director.
5. On the train you talk with some people whom you met at the lake last summer.
6. You and one or two friends entertain an out-of-town speaker for a few minutes before the scout rally.
7. A girl entertains some guests until her mother comes into the room.
8. A boy entertains some guests who arrive early for dinner.
9. Your class is giving a tea. The members of the Hospitality Committee greet some of the guests.

### **Personal Applications**

A personal application for a position is a serious business. You will be judged not only by what you know but also by the impression made. Some suggestions are:

1. Look your best.
2. Be alive. Don't act "hang-dog."
3. Be interested in the position for which you are applying.
4. Use good English. Speak to the point.
5. Be courteous.



*Practice 7*

Read the two applications and discuss the following:

1. The English used by each applicant.
2. The interest each shows in the position.
3. The qualifications of each applicant.
4. The impression each boy makes on the manager.

**1**

Scene between the salesmanager and a boy applying for a position in the stock room.

*Boy.* I saw your ad in the *Times* for a boy to work in the stock room. I'd like the job.

*Manager.* What makes you think you would do?

*Boy.* Well, I'm strong and like to work. You could depend upon me.

*Manager.* How old are you?

*Boy.* I was fifteen last March.

*Manager.* Do you go to school?

*Boy.* I was graduated from Forest Park School last June, but I can't afford to go to high school for a while. If I work for a year, maybe I can go on after that. I certainly hope so.

*Manager.* Give me some references and we'll see what we can do for you.

**2**

Scene the same as before.

*Boy.* I seen your ad for a stock-room boy, and I've come for the job.

*Manager.* Why do you want the job?

*Boy.* Need the cash.

*Manager.* Do you go to school?

*Boy.* Naw! I quit.

*Manager.* Why?

*Boy.* Aw! I never did like school. Somebody's always bossin' yuh around.

*Manager.* I'm afraid you would find the same difficulty here. If you can't take orders, you are not the boy we want.

### *Practice 8*

Divide the class into groups of two. Each group may choose one of the following positions. One member will act as employer and the other as applicant. Work out and dramatize before the class the scene that might take place between the two.

1. Assistant in a library.
2. Errand boy in a bank.
3. Delivery boy for a grocery.
4. Usher in a theater or a movie.
5. Attendant at a parking station or a filling station.
6. Messenger at a telegraph office.
7. Clerk in a department store, radio shop, shoe store, soda fountain, sporting-goods store.
8. Operator in a telephone exchange.
9. Helper in a machine shop.
10. Waitress in a cafeteria or tea-room.
11. Cashier in a restaurant or a cafeteria.

### **Over the Telephone**

A telephone conversation is a substitute for a business or a friendly call. As in ordinary conversation, one should pronounce correctly and use his most pleasing tones and best English. It is not the loudness of the voice, but the distinctness in enunciating which makes speech easy to hear.

#### *Forms of Call and Answer*

We are accustomed to answering the telephone by saying "Hello." Because this answer gives no definite

information, questions must follow, such as, "Is this Mr. Smith's residence?" or "Is this Stone 1836?" One can save time by using one of the three answers recommended by the telephone company:

1. "This is William Smith's residence, Harriet speaking."
2. "This is William Smith's residence."
3. "This is Stone 1836."

*Example of a telephone conversation:*

*Mary.* Stone 1836.

*Miss Hill.* This is Stone 1836, Jane Hill speaking.

*Mary.* Hello, Miss Hill. This is Mary Johnson. May I come for my music lesson at 10:30 Saturday morning instead of at 10 o'clock?

*Miss Hill.* I'm sorry, Mary. That will not be convenient, as I have a pupil at that time. Could you come earlier?

*Mary.* Yes, I could come at 9:30. Would that be all right?

*Miss Hill.* Yes, I'll expect you at 9:30.

*Mary.* Thank you, Miss Hill. Good-bye.

*Miss Hill.* Good-bye, Mary.

### *Practice 9*

Divide the class into groups of two each and dramatize some of the following telephone calls. Let one be the person calling and the other the person who receives the call.

1. Call your mother from Jack's home, asking whether you may stay for dinner.
2. Ask the librarian to reserve a book for you.
3. Ask the dentist for an appointment to have your teeth cleaned.
4. Invite two friends to go to the circus with you and your father on Saturday afternoon.
5. Call the store and order groceries to be sent to your home.

6. Ask Betty's mother whether there is any school work you should bring to Betty, who has been ill.

7. Call the Bus Terminal and ask when the next bus leaves for a neighboring town.

8. Invite your music teacher to come to an assembly at which you are to play.

9. You have been out of school for a few days. Call Jack and ask him the results of the basketball game Monday afternoon.

10. You have just returned home after a week's absence. Call a friend and tell him that you will be ready to go to school with him in the morning.

11. Invite a friend to go to a movie with you and give directions as to where and when you are to meet.

12. Call your mother, who is visiting out of town. Tell her some interesting home news.

13. Call your home when you are visiting out of town.

14. Call Betty, who is quarantined with scarlet fever, and tell her some school news.

15. You have just arrived at the railway station after having spent a week with your grandmother, who lives in another town or city. Call your mother and tell her when you expect to reach home.

### *Practice 10*

Imagine the conversation which might take place between the following characters familiar to you in your English and history stories. Arrange for different groups to dramatize some of the following incidents. Make each dramatization entertaining and as true to the story as possible. Remember to speak distinctly and to avoid pet expressions.

1. Tom Sawyer makes a game out of painting the fence.
2. Huckleberry Finn visits Tom Sawyer's relatives.
3. Columbus tells Queen Isabella about his plans for reaching the East Indies.
4. Ulysses escapes the enchantment in Circe's palace.

5. Jason tells how he secured the Golden Fleece.
6. Robin Hood christens Little John.
7. Sir Walter Raleigh tells Queen Elizabeth about the strange people he found in the New World.
8. John Alden gives to Priscilla the proposal from Miles Standish.
9. Miles Standish quarrels with John Alden.
10. Washington talks with two of his soldiers at Valley Forge.
11. Two men try to influence a third to sign the Declaration of Independence.
12. Rebecca and a new friend discuss her life at Sunnybrook Farm.
13. Robinson Crusoe and Friday find footprints in the sand.
14. A group of villagers discuss former residents who were thought to resemble the Great Stone Face.
15. Katrina Van Tassel discusses with her father the strange disappearance of Ichabod Crane.
16. Rip Van Winkle returns home and inquires about his wife and friends.
17. Gluck's brothers scold him for cutting the roast.
18. Paul Revere tells a friend about some of the difficulties he had on his famous ride.
19. Two of the sailors tell some incidents which happened while Nolan, the man without a country, was on shipboard.
20. Buffalo Bill tells of some of his most thrilling experiences.
21. Two boys who knew Lincoln tell several incidents of his boyhood.
22. Daniel Boone and one or two companions discuss plans for protecting their fort.
23. Morgiana explains to Ali Baba why the oil merchant refused to eat salt with him.
24. Tom Sawyer takes Becky's punishment.
25. Two girls discuss Clara Barton, "Our Lady of the Red Cross."

*Practice 11*

Divide the class into groups. Each group will prepare and give before the class a dramatization of one of the following:

1. Miss Tripper asks the station agent about the best route to Santa Fe.

2. You have had a delightful time at a dinner party given in honor of a friend's birthday. Tell your hostess.

3. John Knowing is having a picnic. He introduces an out-of-town friend to some members of the crowd.

4. Mrs. Fair complains to her grocer, Mr. Seller, about the butter which she bought from him.

5. A telephone message came for you while you were at school. Your sister delivers it to you upon your return home.

6. One of the strings on a new tennis racket broke the first time you played with it. Return the racket to the store and ask for another in its place. Be courteous.

7. Tom Manners brings the baseball coach home for dinner and introduces him to his father, and the three talk.

8. Jerry Newboy, who wishes to enter junior high school, has an interview with the principal.

9. Mrs. Thrifty does her Saturday's shopping at Mr. Friendly's market.

10. You invite two friends to spend the week end with you and your family at the lake. They accept.

11. Edward is going away with his father and cannot accept John's invitation for the week end.

12. Inquire at the school Lost and Found Department for an article you have lost. Give a clear description.

13. Sam Thorough assures Mr. Anxious that he will do a good job washing Mr. Anxious' car.

14. You try to sell Mrs. Wise a magazine, a ticket for an entertainment, or another article.

15. Two boys or girls talk about radio programs of the previous day.

### Listening

Every person who wishes to take an intelligent part in a conversation or discussion must learn to listen attentively. Good listening is courteous, because it shows the speaker that you have a genuine interest in what he is saying. Thus it stimulates him to give you his best. If he is timid and shy, your attention makes him confident that what he is saying is really worthwhile.

Besides being courteous and helpful, however, the good listener derives a personal benefit from the new ideas he gains from others. He learns something from every person he meets.

### Group Discussion

Discussion differs from ordinary conversation in that it has a definite and serious purpose: to arrive at the truth of a question, to find a solution of a problem, or to decide what to do. In a discussion group there may be as many opinions as there are people. Each member of the group presents clearly his opinion and backs it up with facts and reasons. Then the group weigh the ideas, select the sensible, worth-while ones, and either decide on a plan of action or by vote express the conclusions reached.

#### *Preparation*

In preparation for taking an intelligent part in discussion ask yourself, "What do I know about the subject?" Write your ideas on paper. Next talk with your family and friends and get their ideas. Also go to the library and look for newspaper clippings, magazine

articles, and books on the subject. Then think out what you are going to say in the discussion and make a brief outline. Discard any facts which do not bear directly on the subject.

### *Joining in Group Discussion*

1. At the proper time state clearly and concisely your ideas. Base your remarks on facts and the opinions of authorities.

2. Speak clearly and distinctly.

3. Listen attentively to the opinions of others. By carefully following the discussion you will be able to comment intelligently on what has been said, to point out faulty arguments and poor thinking, and to make helpful suggestions.

4. Stick to the subject.

5. Don't monopolize. Others have ideas and enjoy contributing them.

6. Be courteous. Sarcasm and downright contradiction only arouse anger and make it more difficult to arrive at a conclusion or solution agreeable to all members of the group.

7. Accept cheerfully the decision of the group.

### *Discussion Leader*

Just as laborers need a foreman or manager to supervise and direct their work, so a group discussion needs a leader. The discussion leader has four duties:

1. *To keep the discussion on the subject.* For the sake of clearness he should state at the beginning the subject and the main points to be covered. If a speaker wanders from the subject, the chairman reminds him of



the topic under discussion. The leader may at any time sum up the points already made.

2. *To give everybody a chance to contribute.* The chairman courteously reminds a talkative pupil when his time is up, and with a question draws out a timid one.

3. *To keep the discussion peaceful.* When the chairman is fair, businesslike, courteous, and good-natured, pupils, as a rule, discuss in a friendly spirit.

4. *To keep the discussion moving forward.* At the end the leader may sum up the conclusions reached or call on a member for such a summary.

### *Practice 12*

Prepare to take an active part in the discussion of as many of the following topics as the class selects or the teacher assigns:

1. Is success in life influenced by one's speaking or writing?
2. How may a boy or girl be a good citizen?
3. Should every seventh and eighth grade pupil belong to a club?
4. Are there more opportunities for serving one's country in war or in peace?
5. Should every child own a pet of some kind and care for it?
6. Should two extra school periods be substituted for homework?
7. Are scientists more important to modern life than musicians?
8. What radio programs are worth listening to?
9. What are the qualities of a good moving picture?
10. What are the best moving pictures of the year?
11. Courtesy in school.
12. Choosing a vocation.
13. Slang.
14. Inventions which have greatly changed living conditions.
15. Hobbies.
16. Differences between schools now and those a hundred years ago.
17. A book I recommend.
18. Why I like some people and don't like others.

## UNIT 2

### STORY-TELLING

#### Holding the Attention

Everyone in class was delighted. Miss Catherwood had asked two of the boys to tell some of their most interesting experiences. As each had driven last summer with his family from the East to California, had camped, climbed mountains, and seen many thrilling sights, the class expected an entertaining half hour.

Edward was the first. He described the fun they had getting all their baggage into the car, a terrifying thunderstorm, two punctures within an hour miles from a garage, a midnight hold-up at an auto camp, the friendly thieving bears at the Yellowstone, a chicken-pull in an Indian village, and the thrill of watching Will Rogers play polo. His stories were interesting, but his unpleasant voice and slouchy manner annoyed the class. He made frequent grammatical errors and connected sentences with *so-ur*, *but-ur*, *and-ur*, *well-ur*, until his account seemed like one long sentence.

When Stephen began his story, the class was restless, but after a few words there was perfect attention. The incidents he told were no more interesting than those Edward had related, but he had a pleasing voice, stood erect, spoke correctly and distinctly and with so much enthusiasm that everyone was sorry when the bell rang.

## The Manner of Speaking

The purpose of telling stories is to entertain. One not only must have a good story and be interested in it, but he must tell it well. Both Stephen and Edward told interesting experiences, but only Stephen really entertained his audience. Telling a story well is an art. Some boys and girls are natural story-tellers; others require a great deal of practice. Good story-telling includes having a pleasing voice, standing erect, and pronouncing each word correctly and distinctly.

### Voice

Have you ever heard anyone say, "What he said was good but his voice spoiled it"? Such a statement shows the importance of pleasing tones. Pay attention to the voices of men and women who speak over the radio. Listen attentively to someone whose voice you like to hear. Why does it attract you?

### *Practice 1*

Change your classroom into a broadcasting studio by arranging a screen as a booth at the back of the room. Pupils chosen by the teacher will read a paragraph which has been selected. The others in the class, who will not know the order in which pupils read, may choose the best broadcaster. They will base their decision on these four points:

1. Is the voice harsh? Shrill? Pleasing?
2. Can each word be heard in the farthest corner of the room?
3. Is the pronunciation correct?
4. Are the words enunciated clearly and distinctly?

## Posture

What difference does posture make? Do you ever notice how a speaker stands? Of course you do. Sometimes you become so interested in his posture and gestures that you forget to listen to what he is saying. Here are three suggestions:

1. Stand erect and at ease, with the weight thrown forward.
2. So far as possible forget your hands and arms.
3. Do not make the desk or table support your weight.

## Pronunciation and Enunciation

Correct pronunciation and enunciation are essential to good speaking. The most entertaining story may be spoiled by carelessness in pronouncing words. You cannot expect your audience to be interested if you do not speak distinctly. Follow these suggestions:

1. Enunciate both vowels and consonants clearly.
2. Pronounce *ing* and *th*.
3. Cut your words apart.
4. Do not say *and-ur*, *why-ur*, *but-ur*, *so-ur*.

## Practice 2

Read the following groups of words vertically, then horizontally.

### 1

tan	than	Dan
tine	thine	dine
ten	then	den
toes	those	doze
tie	thy	dye
tense	thence	dense

## 2

tin	thin	din
two	through	do
true	threw	drew
tick	thick	Dick
trash	thrash	dash
tear	there	dare

## 3

bath	bat	bad
death	debt	dead
faith	fate	fade
fourth	fort	ford
path	pat	pad

## 4

wet	whet	wine	whine
wail	whale	wile	while
weather	whether	wen	when
wit	whit	wear	where
watt	what	witch	which
woe	whoa	wig	whig

*Practice 3*

Read the following, being especially careful of the sound of *th*:

A family of fashion were gathered together,  
 All of them deeply considering whether  
 They ought to stay in on account of the weather.  
 "Rain," said the mother, "would ruin my feather."  
 "Dust," said the father, "would dim my shoe leather."  
 "Sun," said the brother, "though out but an hour,  
 Would probably wither my buttonhole flower."  
 And thus they concluded, agreeing together  
 There's danger to clothing in all sorts of weather;  
 So they then bought a big bandbox, together climbed in it,  
 Shut down the lid, and they're there to this minute.

Read aloud. Notice the *ing* sounds.

There was a rustling that seemed like a bustling  
Of merry crowds justling at pitching and hustling;  
Small feet were pattering, wooden shoes clattering,  
Little hands clapping, and little tongues chattering,  
And, like fowls in a farm yard when barley is scattering,  
Out came the children running.

— ROBERT BROWNING, "The Pied Piper of Hamelin"

### Good Listening

The audience has an important part to play when any oral work is given. Even though pupils may not be intensely interested, courtesy demands that they listen attentively. They should be ready to commend the good points of the speech as well as to suggest improvement.

### Retelling a Story

There was excitement in Mary's home. Her uncle who had just returned from a trip to Alaska was coming on the 9:15 train and would stay for two or three days. Such thrilling tales as she would hear! Of course Mr. Johnson, who lived next door, had told some interesting stories about his trip to Alaska. But no one could make you see the places and people as Uncle Park could. Even Father forgot how busy he was when Uncle Park began with "Now that reminds me." How did he do it? He was interested in what he was telling, remembered details which other people seemed to forget, talked directly to his audience, and didn't hesitate and drag out the story.

You can be entertaining if you are willing to practice. One of the ways of learning is by retelling stories you have read. Try this on your classmates. Choose an

interesting story which you think they do not know. Read it over and over until you know it. Tell it to the friends with whom you walk to school; then tell it to your family. Here are some suggestions which may help you:

1. Be interested in what you are telling. If you are not, do not expect others to be.
2. Talk directly to the class, not to your desk, the blackboard, or the window.
3. Speak distinctly.
4. When you stop to think, do not let your voice run with *and-ur*, *but-ur*, *so-ur*.

#### *Practice 4*

Read the Indian legend, the Russian fable, the pioneer story, and the hunting story. Prepare to retell one of them in class. Be enthusiastic and make the story interesting.

#### THE INDIAN AND THE WOLVES<sup>1</sup>

The hut of an Indian was threatened with wolves. His trembling wife hugged her baby close, for the wolves were lean and hungry and the walls of the hut were thin. It was bad enough that her husband had very few arrows, but to make matters worse, his eyes had been injured by the cold of his last hunt. What could be done? The question was urgent, for the beasts were scratching at the door. The hunter searched in his medicine bags, while his wife shook her head. This was not time for magic; a good aim and plenty of arrows were needed, not charms. Nevertheless the hunter fumbled in his pouch and drew forth several objects which he wrapped in chunks of fat. With a cry he flung the chunks out of the window toward the wolves.

<sup>1</sup> Reprinted from *The Indian How Book* by permission of the author, Arthur C. Parker. Doran Publishing Company.

Scenting food, the pack dashed forward and began to lick up the fat. One pack leader grabbed a chunk in its mouth and began to chew. Suddenly blood began to spurt from the mouths of the wolves that had snatched the fat. The smell of this drove the whole pack into a fury of madness. They pounced upon the bleeding wolves and tore them to pieces, while others pounced upon those who were sinking their fangs in the first victims. The yelping was terrifying but soon the entire pack had exterminated itself. Magic had been performed, and the hunter smiled at his wife as he tied up his medicine pouch.

What had he done? Simply taken thin sharp blades of flint, enclosed them in fat, and lured the wolves into cutting their mouths. Blood excites wolves, and they have no love for their wounded comrades. Once blood flows the whole pack goes mad.

#### A FABLE: UNCLE MITYA'S HORSE

Uncle Mitya had a very fine bay horse. Some thieves heard about the bay horse, and laid their plans to steal it. They came after dark and crept into the yard.

Now it happened that a peasant who had a bear with him came to spend the night at Uncle Mitya's. Uncle Mitya took the peasant into the cottage, let out the bay horse into the yard, and put the bear into the enclosure where the bay horse had been.

The thieves came in the dark into the enclosure and began to grope around. The bear got on his hind legs, and seized one of the thieves, who was so frightened that he screamed with all his might.

Uncle Mitya came out and caught the thieves.

— LEO TOLSTOI

#### MEETING THE INDIANS<sup>1</sup>

The Indians were all around us, and every settler had a collection of hair-raising tales to tell. I was about twelve

<sup>1</sup> Reprinted from *The Story of a Pioneer* by Anna Howard Shaw, with permission of Harper and Brothers, publishers.



years old when I had my first encounter with them. I was alone in the woods at sunset with my small brother Harry. We were hunting a cow James had bought, and our young eyes were peering eagerly among the trees, on the alert for any moving object. Suddenly, at a little distance, and coming directly toward us, we saw a party of Indians. There were five of them, all men, walking in single file, as noiselessly as ghosts, their moccasined feet causing not even a rustle among the dry leaves that carpeted the woods. All the horrible stories we had heard of Indian cruelty flashed into our minds, and for a moment we were dumb with terror. Then I remembered having been told that the one thing one must not do before them is to show fear. Harry was carrying a rope with which we had expected to lead home our reluctant cow, and I seized one end of it and whispered to him that we would "play horse," pretending he was driving me. We pranced toward the Indians on feet that felt like lead, and with eyes so glazed by terror that we could see nothing save a line of moving figures; but as we passed them they did not give us a side-glance. They were, we realized, headed straight for our home; and after a few moments we doubled on our tracks and, keeping at a safe distance from them among the trees, ran back to warn our mother that a group of Indians were coming.

As it happened, James was away, and Mother had to meet her unwelcomed guests supported only by her young children. She at once prepared a meal, however, and when they arrived she welcomed them calmly and gave them the best she had. After they had eaten they began to point at and demand objects they fancied in the room — my brother's pipe, some tobacco, a bowl, and such trifles — and my mother, who was afraid to annoy them by refusal, gave them what they asked. They were quite sober, and though they left without expressing any appreciation of her hospitality, they made her a second visit a few months later, bringing a large quantity of venison and a bag of cranberries as a grateful return. These Indians were Ottawas; and later we became very friendly with them and their tribe, even to the degree of attending one of their dances.

HUNTING A COON<sup>1</sup>

The firelight reached far up into the night, and once or twice the boys thought they saw the shining eyes of the coon in the tree above them.

"Now who wants to climb?" asked the Scout.

"I will," "I will," several voices shouted at once.

"You're mighty keen hunters, but I want you to know I can't tell what it is that's up that tree. It may be a powerful, big coon, but it seems to me the dog acts a little like it was a wild cat. Judging by the actions of the dog, I think it's something dangerous. Now who wants the job?"

For a while no one spoke. Then Yan said, "I'll do it if you'll lend me the revolver."

"So would I," said Wesley, quickly.

"Well, now we'll draw straws" — and Yan won.

There was an absence of joking and there was a tension that thrilled the climber with a weird sense of venturing into black darkness to face a fearful and mysterious danger. The dancing firelight sent shadows in a dozen directions with fantastic effect. A little higher and he was out of sight of his friends below. The danger began to appall him. He wanted to go back, and to justify the retreat, he tried to call out, "No coon here!" but his voice failed him. As he clung to the branch, he remembered Caleb's words, "There's nothing ahead of grit, and grit ain't so much not bein' scairt as it is going straight ahead when you are scairt." No, he would go on, come what would.

"Find anything?" called a cheery voice below.

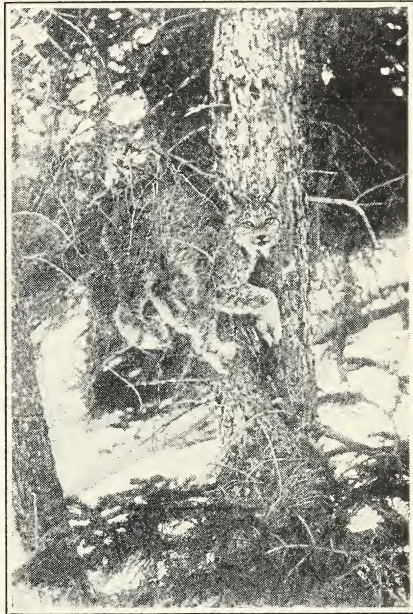
Yan could not answer but continued to climb into the gloom. Suddenly he thought he heard a coon snarl above him. He swung to a higher branch and shouted, "Coon here, all right!" The moment he did so a rattling growl sounded close to him, and looking down he saw a huge, gray beast spring to a branch between him and the ground. As it leaped to a still nearer place, Yan got a dim view of a curious, four-cornered face, shaggy and striped. It was an enormous lynx.

<sup>1</sup> Taken by permission from Ernest Thompson Seton's *Two Little Savages*, published by Doubleday, Doran and Company.

Yan got such a shock that he nearly lost his hold, but, quickly recovering, he braced himself in a crotch, and got out the revolver just as the lynx, with a fierce snarl, leaped to a side branch that brought it nearly on a level with him. He nervously cocked the pistol, fired, and missed. The lynx recoiled a little. The boys below raised a shout.

"A lynx!" shouted Yan, and his voice betrayed his fear.

The lynx was growling ferociously. Yan put forth all his will power to control his trembling hand, took more deliberate aim, and fired. The fierce beast was struck, but leaped wildly at the boy. Yan threw up his right arm and the lynx buried its teeth in the flesh. He knew that in a moment he would be dragged off the limb and thrown to the ground. He clutched for his revolver with his left hand but found only the fur of the lynx, and the revolver dropped from his grasp. Dark fear fell on him. But the beast was severely wounded. It



*Courtesy Canadian Pacific*

A LYNX OF THE NORTH WOODS

loosened its hold of Yan and struggled to get on to the limb. A kick from his right foot upset its balance; it slipped from the tree and flopped to the ground below.

A surge of reaction came over Yan. He might have fainted but again he remembered the trapper's words, "Bravery is keeping on even when you are scairt." He pulled himself together and very cautiously worked his way back and slid down the tree. A giddiness came over him; he trembled and reeled, and sank down on a root.

"What's the matter, Yan?"

"I'm sick — I —"

Caleb took his arm. It was wet.

"Hullo, you're bleeding."

"Yes, he had me — he caught me up the tree. I — I — thought I was a goner."

All interest was now turned from the dead lynx to the wounded boy.

"I'd have been scared out of my wits," said Sam.

"Well, I was scared — just as scared as I could be," admitted Yan.

### Practice 5

Imagine that you are one of a group seated around a camp fire. Each has agreed to tell a story. Retell one of the following which you have read or heard:

1. A fable — one of Æsop's. 2. A myth. (See Herzberg's *Myths and Their Meaning*, Haaren and Poland's *Famous Men of Rome*, Gayley's *Classic Myths*, Baker's *In the Light of Myth*, Sabin's *Classical Myths that Live Today*, Hawthorne's *Wonder Book*.) 3. An animal story. 4. An Old Testament story — Moses in the Bulrushes, Daniel in the Lion's Den, David and Goliath, Samson and Delilah, Noah and the Ark. 5. A ghost story. 6. A humorous story, such as an incident from *The Adventures of Huckleberry Finn* or *Tom Sawyer*. 7. A story about a baseball or football hero. 8. A story about a famous aviator. 9. An Indian legend. 10. A historical incident, such as Paul Revere's ride, the Boston Tea Party, the landing of the Pilgrims, the making of the first American flag. 11. A story about George Washington, Benjamin Franklin, Daniel Boone, Thomas Edison, Kit Carson, Clara Barton, Helen Keller, Theodore Roosevelt, or any other famous American.

### How to Write Conversation

When you are selecting a book in the library, do you choose one with long solid paragraphs or one that con-

tains a good deal of conversation? Everyone agrees that conversation adds to the interest of a story, but it must be natural and lifelike. Correct punctuation and paragraphing make a conversation easier to read.

### *Practice 6*

Read the conversation between Robin Hood and the Bishop and answer the questions given below. Write in your notebook three rules you should remember for punctuating and paragraphing conversation.

1. What punctuation mark is put before and after each speech?
2. How are the direct words of the speaker separated from the rest of the sentence?
3. When is a new paragraph begun?
4. What words are used instead of *said*?

### ROBIN HOOD AND THE BISHOP

"This is the Bishop of Hereford," laughed Robin to Little John, "and no pardon shall we have from him."

"Cut off his head, master!" growled Little John.

Upon hearing this the Bishop was dreadfully frightened, and his fat face went as white as paper.

"Pardon! Pardon!" cried the Bishop. "If I had known that it was you, I'd have gone another way."

"I dare say you would," replied Robin, "but no pardon do I owe you. You must come with me and go to the forest."

### *Practice 7*

Rewrite the following sentences, making each into a direct quotation. Punctuate correctly. Avoid using *said* too frequently. Use a word which describes how the person spoke — *whispered*, *exclaimed*, *laughed*, *sighed*, *observed*, *shouted*, *stammered*, *warned*, *called*, *cried*, *growled*.

## MODELS

1. Lawrence laughed and told them not to mind him and to stay in the garden as long as they wanted to.

“Don’t mind me,” Lawrence assured them laughingly. “Stay in the garden as long as you want to.”

2. Elizabeth told Marjorie to get her racket and come along to the park to play tennis.

“Get your racket, Marjorie,” called Elizabeth, “and let’s go to the park to play tennis.”

1. He said that his name was Theodore but that he didn’t like it, as the fellows called him Dora.

2. The game warden told them that fishing without a license was against the law.

3. The stranger asked where he would find the forest ranger’s cabin.

4. The doctor encouraged us by saying that all danger was past.

5. The guide informed them that all roads through Yellowstone Park were in fine condition.

6. Mother said that she was very tired and wanted to go to sleep.

7. Father asked John to telephone Mr. Brown that he wanted to see him as soon as possible.

8. Her mother told Mr. Lawrence how much her family had appreciated the fruit he had sent them for Christmas.

9. The explorer surprised them by saying that beautiful flowers can be found in summer in the arctic circle.

10. The little girl told Mrs. French that she was lost and couldn’t remember her name.

11. John said that he had had no luck all day with his kites.

12. The art teacher said that any pupils could earn extra credit by working Saturdays at the Art Gallery.

13. Her brother told her that this was a secret and that she must not tell Joan.

14. Mary told her little sister that unless she was good that afternoon she could not keep the kittens.

15. Margaret told her mother that the day had started wrong, as she had already upset the inkwell and sat on her hat.

### *Practice 8*

Read the conversation which was overheard by a boy who was visiting his cousin, and answer the following questions:

1. How is it true to life?
2. How is the conversation punctuated?
3. Why are there so many paragraphs?
4. How has the writer avoided repeating *said*?

### GETTING OFF FOR SCHOOL

"Donald! Donald! It's time to get up."

"All right, Mother," he mumbled sleepily. "What time is it?"

"Ten minutes past seven. Hurry up!"

A few minutes later she called again, "Donald, are you up? Do you hear me? It is almost 7:30."

"Yes, I'll be down in a minute. Say, Mother, where is my clean shirt? Oh, never mind! Here it is."

There was a brief period of silence. Then the stair door opened. "Donald, your father is ready. I'm not going to call again."

"Here I am," answered Donald, running downstairs.

"Donald McLean, go upstairs and comb your hair."

"Oh-h, Mother!"

In a few minutes he reappeared with his hair plastered down. "Is my lunch ready?"

"Yes. Eat your breakfast."

"Do I have to eat all this cereal?"

"Every bit of it and drink your milk."

"There, I'm through. Where are my books?"

"On the table in the hall."

"Oh, Mother!" he called from the door. "Did you see my baseball mitt?"

"Here it is behind the kitchen door, just where you threw it. Now, you have everything, haven't you?"

"Yes, I guess so. Good-bye."

"Good-bye, Donald. Be a good boy." — PUPIL

### *Practice 9*

Write a conversation which might take place in one of the following situations. Make it lifelike and natural.

1. A boy tries to persuade his mother to let him get a bicycle.
2. A girl tells another about plans for a Saturday hike.
3. After a girl gets on the street car, she finds she has left her pocketbook at home and a friend comes to her rescue.
4. A stranger asks to be directed to the station, the post office, or the city hall.
5. A boy or a girl is applying for a position.
6. Several boys or girls are discussing plans for summer vacation, for a Christmas party, for a skating or skiing party.
7. A newsboy talks with a customer.
8. You hear two people talking at a bargain counter, at a ticket window, at a movie.
9. You explain your report card to your father.
10. A boy tells at the dinner table of an incident at school that day.
11. Two boys from different schools discuss the basketball teams of the two schools.

### **How to Prepare a Dictation**

1. Notice the division into paragraphs. In a conversation each speech is a separate paragraph.
2. Note the division of each paragraph into sentences.
3. Study the punctuation, especially the marks before and after speeches.
4. Look at the spelling of new and hard words.



5. At home have someone dictate the selection to you. Correct your work with the book. When you make a change, think what your error was and how you will avoid making it again.

### *Rules of the Game*

In class write the passage dictated, then exchange papers, and with your book open place a number over every error:

Word omitted

Word added

Wrong word

Misspelling

Punctuation or capitalization error

Mistake in paragraphing

Mistake in the division of a word at the end of a line

No margin or a narrow margin

1. Count a misspelling two and each other error one.
2. Omission of a pair of quotation marks is one error.
3. If a comma ends a sentence, omitting the period is one error, and beginning the next sentence with a small letter is another.
4. Each word omitted or added is one error; three words are three errors.
5. Failure to indent a paragraph or indenting in the middle of a paragraph is an error.

### MODEL FOR SCORING

<sup>1</sup>Notebook, <sup>2</sup>paper pencil, and pen were all where I had placed <sup>3</sup>them the night before. My poem book alone was missing, <sup>4</sup>what had I done with it. I had looked on the table on the <sup>5</sup>  
<sup>6</sup>

mantel, in the bookcase, and in the wastebasket. As it was getting late, I hurried to school. Their on my desk was the lost book.

### *Practice 10*

Study the model for scoring the first paragraph; then prepare to write the eight selections from dictation:

#### 1

Notebook, paper, pencil, and pen were all where I had placed them the night before. My poem book alone was missing. What had I done with it? I had looked on the table, on the mantel, in the bookcase, and even in the wastebasket. As it was getting late, I hurried to school. There on my desk was the lost book.

#### 2

When Kit Carson was a small boy, he decided to be a hunter and trapper. When he got a chance to join a party of traders who were leaving Missouri, he went with them.

With no paths and no guides the party pushed westward toward New Mexico. They traveled over great level plains that were the hunting grounds of Indians. At last the party reached Sante Fe. There Kit left the others and went farther west. He journeyed on to the Rocky Mountains. During those days he acted in turn as guide, teamster, and even as cook.

When he was not yet twenty years old, he was brave, self-reliant, and quick to act in time of need. Men had already begun to look up to him as a valuable guide.

#### 3

"John," asked Miss Field, "how do you find the lowest common denominator?"

"I didn't know it had been lost," exclaimed John in astonishment.

## 4

The Joyce Kilmer Public Camp is located in the Bald Eagle State Forest in Union County, Pennsylvania. It is named in honor of the American boy poet who was killed during the World War.

At the entrance is a sign saying, "Gypsies Are Welcome to Camp Here." Kilmer once wrote his mother that he wished he owned a woodland where gypsies could camp. Though he did not live to get his wish, the state has fulfilled it for him. Near this welcome to gypsies stands a stone tablet on which is written his beautiful poem, "Trees."

## 5

Clara Barton was only five years old when her brother David taught her to ride.

"How can I learn to ride a horse, David?" quavered the child as the animal came to the pasture bars at her brother's call.

"Catch hold of his mane, Clara," said David, as he put her on the back of a colt and sprang on his favorite. He held the reins of both horses in one hand, and steadied his sister by seizing one of her feet as they galloped over the pasture.

## 6

Tom's books were carefully piled away. His lessons were all prepared, and he planned to read his sister's library book. Its mysterious title, *Twenty Thousand Leagues Under the Sea*, appealed to him. "It's a good thing I worked hard," he thought. "I'll have time to enjoy myself now."

Just then he heard his father's voice calling, "Tom, I'm ready for you to help me clean the furnace."

## 7

"May I go and help carry the things to the poor little children?" asked Beth eagerly.

"Yes," Mrs. March replied, "you shall all go and help me."

They were soon ready, and the procession set out. They found a bare, miserable room, with broken windows, no fire, ragged bedclothes, a sick mother, a wailing baby, and a

group of pale, hungry children cuddled under one old quilt, trying to keep warm.

"It is good angels come to us!" said the poor woman, crying for joy.

"Funny angels in hoods and mittens," said Jo, which set them laughing. — LOUISA M. ALCOTT, *Little Women*

## 8

Dr. E. C. Stewart opened the door of his office. It was five o'clock on a Tuesday afternoon, and he was tired. There sat a little girl and her dog. "My dog Ginger is sick," she said. "Do you think you can cure him?"

The doctor looked at the dog's tongue and felt his pulse. Then he produced a stick of candy. "This," he said, "is for Ginger's mistress, and a wee piece is for Ginger."

"What a nice doctor!" she exclaimed. "I'll be back again soon."

### The Anecdote

The anecdote is a story which has three outstanding characteristics.

1. It is brief, yet clear and complete.
2. It has a pointed and surprising ending.
3. It is suited to the occasion and the audience.

### Practice 11

Read the anecdotes; then answer the following questions:

1. What is the point of each story?
2. How is each anecdote helped by the use of direct quotation?

### BORROWING

Mark Twain once asked a neighbor if he might borrow a set of his books. The neighbor replied ungraciously, "You are welcome to read them in my library, but I have a rule never to let my books leave the house."

Some weeks later the same neighbor went over to ask Mark Twain for his lawn mower.

“Certainly,” said Mark, “but since I make it a rule never to let it leave my grounds, you will be obliged to use it here.”

### DIDN'T SEE HIM STEAL

Josh was brought before a country squire for stealing a hog, and three witnesses swore that they had seen him steal it. A humorous fellow who realized the squire was rather stupid volunteered to act as counsel for Josh. He addressed the squire as follows: “May it please your honor, I can establish this man’s honesty beyond the shadow of a doubt. I have twelve witnesses ready to swear that they did not see him steal the hog.”

The squire rested his head for a few moments upon his hand, as if in deep thought, and then with great dignity arose, and pushing back his hair, said, “If there are twelve who did not see him steal the hog and only three who did, I discharge the prisoner.”

### WHICH WAS RIGHT?

Hans was subject to fits, and his wife had always been able to help him with her home remedies. But it happened this time her remedies had no effect, and so she found it necessary to call a doctor.

The doctor worked over him for some time without results and then looked at the wife and said, “I’m afraid, dear woman, I can’t help him. He is dead.”

Hans revived just in time to hear the words, “He is dead.” He shrieked in terror, “I am not dead!”

His wife looked down on him in amazement, and said firmly, “Hans, lie still. The doctor knows best.”

### *Practice 12*

Prepare to tell an anecdote to the class. In choosing your story, be sure that it is suitable to the occasion and that it will be interesting. You may refer to the following books:

WHITING, R. R.: *Four Hundred Good Stories*

COBB, Irvin S.: *Pros and Cons*

HENRY, O.: *Postscripts*

MASSON, Thomas L.: *Tom Masson's Annual*

### Checking Your Composition

What sort of composition work are you in the habit of handing in to your teacher? Does it represent your best effort?

Automobile manufacturers don't put new engines in old car bodies. Instead, they set the engines in attractive new bodies. The engine of your composition is the content or what you say. The body is the form or the way you say it. Take care that the form doesn't spoil the effect of the content.

The form consists of sentence structure, paragraphs, punctuation, spelling, correct grammar, margin, and general appearance.

Copy the following table of reminders in your notebook and form the habit of checking your compositions by it. Be sure that all details are correct.

#### *Reminders*

SENTENCES	PARA- GRAPHS	PUNCTUATION CAPITALIZATION	SPELL- ING	GRAMMAR	APPEAR- ANCE
No half-sentences	Indented	Capitals		Pronouns	Margin Hand- writing Neatness
No comma blunders		Commas Apostrophes Quotation marks Periods Question marks Exclamation points		Verbs	

## Telling Experiences

*Example:*

### SARAH ANN'S RIDE

It was a beautiful October day in the year 1833. Twelve-year-old Sarah Ann, dressed in her new red calico and with her yellow curls flying, raced to the pasture and threw a blanket on the old black mare. This was no ordinary event but one she had looked forward to for days. She was to spend the day with her cousins who lived along the Allegheny River four and a half miles away.

The trail led through woods, but Sarah Ann, being a regular pioneer girl, had not the slightest fear. True, Indians frequently came up the river to fish, or sell their beads and baskets, but they were a friendly lot. Occasionally they even gave Sarah Ann little trinkets, and once a pair of beautiful deerskin moccasins.

The little girl met no one, but now and then she wondered at a sharp sound like that of twigs breaking. Once as her horse was drinking from a spring, she thought she heard a step on the dry leaves, but no one appeared. She decided the squirrels must be playing hide-and-seek. Finally she arrived at Aunt Polly's and was enthusiastically met by her four cousins.

Such a jolly time as the children had! When along in the late afternoon a cloud of dust appeared up the road, they ran out expecting to meet Uncle Tom, who two days before had gone to Franklin, a town some twenty miles distant. But the horseman was a stranger, a postrider. He dashed up to the door and drew his sweating horse to a quick stop.

The household gathered around to hear his errand. Terrifying news struck their ears. A band of strange Indians had that morning raided a farm down the river and driven off the cattle and horses. Mrs. McCaslin was advised to take the children to the next farm two miles north. Then the rider whirled and was off to warn others.

Aunt Polly urged Sarah Ann to go with them, but the little girl knew her parents would be worried if she did not come

home. So, quickly she mounted her horse and started back along the trail.

When she entered the woods on the return trip, she kicked her heels so vigorously into the fat sides of her mount that the old mare trotted some distance in pure amazement at such treatment. Each time her horse slowed to a walk she listened intently and tried in vain to see through the fast-gathering shadows. Although she could see nothing alarming, she heard again and again faint sounds as of breaking twigs or dry leaves. At the same time she became possessed with the uneasy feeling that someone was following her.

Finally through a break in the trees she saw a light and knew it came from the kitchen window of home. Again the little heels went into action, and soon a thankful Sarah Ann was in the kitchen with the unknown terrors shut out.

As she was breathlessly telling about the Indians, the door opened noiselessly and in slipped Corn Tassel, a friendly old Indian who camped each summer along the river near them.

He moved quickly to the child's side and said softly, "Little Miss no ride. Stay home. Bad Indians," and he pointed toward the river. "Corn Tassel follow Little Miss today."

Then Sarah Ann understood the meaning of the snapping twigs. Corn Tassel had seen her set out and had stayed close to her all the way to Eagle Rock and back.

### How to Tell a Story

We can learn several points about story-telling by studying "Sarah Ann's Ride."

1. This story answers at the start the questions "Who?" "When?" "Where?" and "What?" by telling us that in 1833 Sarah Ann, a girl of twelve, went on horseback along the forest trail to visit her cousins, who lived some miles distant.

2. The author arouses our interest by giving details, such as the snapping twigs, the postrider's news, Aunt Polly's alarm, and Sarah Ann's fright on her return trip.



3. The climax of the story comes at the end when Corn Tassel comes to Sarah Ann's home and tells how he protected her.

### *Practice 13*

Does this story remind you of an exciting experience that your grandfather, aunt, or someone else in your



*Courtesy Southern Pacific*

#### AN AUTO TRIP IN THE FAR NORTH

family has told you? Do you know a true story which you can retell? The following topics may suggest one. Write it or prepare to tell it in class.

1. Early days in the West.
2. Down on the farm.
3. Digging for gold.
4. A dog's heroism.
5. An accident.
6. A runaway.
7. A haunted house.
8. Lost in the woods.
9. A surprise.
10. A painful lesson.
11. Learning to fly, skate, ski, swim, drive a car.
12. When the Indians came.
13. Moving.
14. A trip in the frozen North.
15. Unex-

pected guests. 16. A storm. 17. When the schoolhouse burned. 18. Hunting a lost cow. 19. A peddler's visit.

### *Practice 14*

Boys and girls have good stories of their own to tell. Even though your experiences seem ordinary to you, you can interest your classmates by telling them well. Read the following stories which were written by pupils about your age:

1. Does the pupil answer the questions "Who?" "Where?" "When?" and "Why?" in the first paragraph?
2. How does the writer arouse your interest or excite your curiosity?
3. What is the most exciting point of each story?
4. Which story do you like better? Why?

### STUCK IN THE MUD

I had thought it would be fun to row around a bend behind the cottage and come out on the lake again. But I had no idea that it was so far or that a person could get so tired rowing. To make matters worse my six-year-old cousin, Jerry, sat in the other end of the boat crying that he wanted to go home. If he hadn't been so quick about wanting to go with me, he wouldn't have been wishing that he hadn't come.

As I approached a low bridge, I realized that the water was getting shallow. Halfway under, the boat stuck and I couldn't budge it an inch. At this Jerry began to cry harder than ever. Furiously I dug an oar into the water, only to get it stuck in the mud too. I tugged and tugged, getting hotter and crosser every minute.

To get out and push was the last resort. As I stepped into the muddy water, I sank down, down, over my ankles and almost up to my knees. The deeper I sank, the harder I worked, and finally with a last desperate effort, I pushed the boat loose. Covered with mud, I crawled into the boat and rowed frantically toward the cottage.

As I neared the shore, I saw my uncle on the beach anxiously looking for us. I was properly scolded for going so far, and worst of all was teased for days about getting stuck in the mud. — PUPIL

### THE WRONG ROOM

I had a feeling that something unusual was going to happen as I entered the Eastman School of Music at 8:30 o'clock that Saturday morning.

I take my lesson in Room 303 on the third floor. Just around the corner is a bench. Depositing myself and my portfolio, I waited. My teacher usually comes out of his studio about 8:40 and calls me, but that morning he did not. I looked at the marble carvings on the ceilings and at the painted walls. I prayed for a good lesson, and finally resorted to twiddling my thumbs.

Presently I heard the sound of feet. Some students entered the concert hall. My watch said nine o'clock. I took out a weekly musical review and glanced at it. At last I decided to peek into the studio and see if the teacher was there. This took courage, as the small glass window is in the top of the door, and in order to see through it I had to drag the bench about a yard and stand on it. I trembled to think what a teacher would say if he caught me standing on a mahogany bench.

Just as I was ready to step on the bench, I noticed a note tacked to the door. It read: "Transferred to Room 412 on the fourth floor. All students report there."

Imagine my chagrin! — PUPIL

### *Practice 15*

Using one of the following titles, write about an experience you have had. Make your story as entertaining as you can; lead up to the most interesting point or to a surprise. Tell the truth. Read it over carefully; then rewrite it neatly.

1. Walking home alone in the dark after the movies.
2. A leaky rowboat. 3. The evening I was alone in the house.
4. A Saturday hike. 5. Hunting the cows. 6. My first airplane ride. 7. The wrong stop. 8. My visit to an Indian reservation. 9. Coming down with the measles. 10. What happened one day in swimming. 11. The first time I went down town alone. 12. A narrow escape. 13. My first visit



*Courtesy German Tourist Information Office*

### HIS PETS

- to a circus. 14. What happened when the ice broke. 15. An exploring expedition in an attic. 16. Lost at camp. 17. When my dog came to school. 18. My first horseback ride. 19. How I almost lost my football. 20. A mountain climb. 21. Learning to ski, ride a bicycle, skate. 22. Something funny in school. 23. Locked out. 24. The day I was cook. 25. When our house caught fire. 26. Seeing an oil well shot. 27. Hunting for arbutus. 28. A thrilling ride. 29. My picture in the paper. 30. Flying at night.

## Account of a Red Letter Day

*Example:*

### THE MOST INTERESTING CHRISTMAS I EVER HAD

While all the Christmases I can remember have been most enjoyable, the one when I was five years old proved out of the ordinary.

Two days before Christmas as I was prowling around the house, the telephone rang. My mother answered and then called me, saying that Santa Claus wanted to speak to me. I came on the run, climbed on a chair, but was speechless at the thought of speaking to Santa Claus. Finally I managed to say "Hello."

A voice, deep and low, asked, "Is this Edward?"

I answered, "Yes."

The voice then said, "You have been a good boy and for Christmas I am going to bring you something very, very nice. Good-bye."

For the next two days I was all on edge wondering what it could be that Santa Claus was going to bring me. On Christmas morning I called my mother and dashed downstairs. When I reached the living room, I jumped for joy. There was my supreme desire — an electric train. I sat down and was as still as a wooden Indian as I watched the train go round and round the track. — PUPIL

### *Practice 16*

What is the luckiest or happiest day you remember? Have you ever met a distinguished person? Have you ever had the thrilling experience of seeing and talking with the President? Does one Christmas or birthday stand out as particularly pleasant? Tell entertainingly of any outstanding day. Plan and write; then revise and copy neatly.

### *Practice 17*

Make up a story about any one of the pictures in this unit. Imagine that the picture is to be printed as an illustration of the story.

### *Practice 18*

Review the points which have been emphasized in this unit by answering the following questions:

1. How should you prepare a dictation?
2. What are the characteristics of an anecdote?

### *Telling a Story*

3. Why is your voice important?
4. What is meant by clear enunciation?
5. What are three rules for good posture?
6. What part does the audience play?

### *Writing a Story*

7. How is conversation punctuated?
8. What are the main points to remember?
9. How should you check your composition?

## UNIT 3

# THE PARAGRAPH

## Why We Have Paragraphs

If the day were not divided into hours and minutes but were just one period from sunrise to sunset, you would find it very difficult to keep engagements, even to get to school on time. In like manner if the pages of a book had no divisions, reading would be extremely tiresome. Divisions on a page attract your attention to changes of thought and make the reading much easier to understand. If you find that they are helpful when you are reading, remember to make use of them when you are writing.

## What a Paragraph Is

A group of sentences telling about one topic forms a paragraph. Its length depends on the number of sentences needed to discuss the topic. Don't make the mistake of writing paragraphs that are too long or of making every sentence a new paragraph.

Begin a new paragraph when there is a change of thought. Indent the first word of each paragraph an inch to the right of the left-hand margin.

## *Practice 1*

Read the following paragraph and answer the questions:

1. What is the main thought?
2. What details complete the thought of the topic sentence?

The elephant's trunk is the most extraordinary part of the most extraordinary animal. It is absolutely flexible at every point. It can turn in any direction and has tremendous strength. An elephant can shoot a stream of water out of it that could put out a fire. With it he can lift a tree weighing a ton, yet it is delicate enough to pull a blade of grass. He drinks with it, feeds himself with it, smells with it, and at times fights with it. There is nothing else on earth like an elephant's trunk.<sup>1</sup>

### Topic Sentence

If you are going on an auto ride with your father, your first question is, "Where are we going, Dad?" We all like to know what to look forward to. A topic sentence states briefly what the paragraph is about. Usually you will find it at the beginning, but it may come later in the paragraph and sometimes is the last sentence. When it is at the beginning, it is a guide for the writer or speaker. When the thought is no longer about the topic sentence, it is time to form a new paragraph.

### Practice 2

Select the topic sentence of each of the following paragraphs:

#### 1

There never was such a Christmas dinner as they had that day. The fat turkey was a sight to behold, when Hannah sent him up, stuffed, browned, and decorated; so was the plum-pudding, which quite melted in one's mouth; likewise the jellies, in which Amy reveled like a fly in a honey-pot. Everything turned out well, which was a mercy, Hannah said.

<sup>1</sup> From Carl Akeley's *In Brightest Africa*, by permission of the Garden City Publishing Company, Garden City, New York.



## 2

In a few minutes it really did seem as if kind spirits had been at work there. Hannah, who had carried wood, made a fire and stopped up the broken panes with old hats and her own cloak. Mrs. March gave the mother tea and gruel, and comforted her with promises of help, while she dressed the little baby as tenderly as if it had been her own. The girls, meantime, spread the table, set the children around the fire, and fed them like so many hungry birds.

— LOUISA M. ALCOTT

## 3

It was a cold December night. The wind was howling in the tree tops and the clouds looked like huge black monsters ready to pounce on their prey. The rain was dashing on the stone pavement in great torrents. Far in the distance could be seen a dim shadow of a figure slowly approaching. — PUPIL

*Practice 3*

A good topic sentence is a useful guide to a person writing a paragraph. In each of the following pairs of sentences which is the more helpful topic sentence?

## 1

- (a) Orioles build peculiar nests.
- (b) Orioles build nests like swinging cradles at the end of a bough.

## 2

- (a) Swimming is an excellent sport.
- (b) Swimming is an excellent sport, as it combines skill and exercise with fun.

## 3

- (a) Jack enjoyed camping.
- (b) Jack enjoyed camping, as it gave him an opportunity to hike and swim.

## 4

- (a) It is easy to lose one's way in a blizzard.  
(b) The blinding snow of a blizzard confuses a person so that he easily loses his way.

## 5

- (a) Raccoons are fond of chickens.  
(b) Robbing hen roosts is perhaps raccoons' greatest delight.

## 6

- (a) Everyone in the bus smiled.  
(b) Everyone in the bus smiled as the oranges began rolling out of a hole in the bag Mary carried.

*Practice 4*

Choose five of the following subjects. Then write a statement about each which you can develop into a paragraph. If your topic sentence is too broad, you cannot tell about it in one paragraph. "Many simple inventions are of great importance" is too broad a topic. In one paragraph you could not begin to name all such inventions. "The lead pencil is an invention we use constantly" is a topic sentence which can be developed in one paragraph.

1. Studying birds.
2. Keeping the streets clean.
3. The kind of book I like.
4. A busy corner.
5. Mosquitoes.
6. Oyster beds.
7. Cattle-branding.
8. A swimming lesson.
9. City traffic regulations.
10. Our football, soccer, baseball, or basketball team.
11. The park.
12. Flies.
13. My favorite subject.
14. Our camp.
15. Our library.
16. A tornado.
17. My best friend.
18. Fire protection.
19. Our dog.
20. The airport.
21. Our gymnasium.
22. My vacation.
23. My room.
24. A beautiful morning.
25. Salmon fishing.

## Unity

Unity in a paragraph means that all ideas relate to one subject. If you were writing a paragraph about the tricks your dog can perform, you wouldn't tell about a circus or your father's new automobile. To give clearness and unity to the paragraph you should have every sentence say something about your dog's tricks. If you find that you have written a sentence which does not refer to the topic, cross it out. If the completed paragraph is unified, you can sum it up in one sentence.

### *Practice 5*

Read the following paragraphs. What is the topic sentence of each? Do all the sentences in each paragraph refer to the topic? Prove your answer.

#### 1

John fished patiently all day without even an encouraging nibble. Fishing is a most enjoyable sport. John's father teased him for being so unsuccessful. He had started out that morning with his pole and a can of fat worms. The fish, however, were not to be tempted. Several days later John urged his friend Tom to go with him. That time his luck turned. — PUPIL

#### 2

The game was exciting from start to finish. All of us from Monroe Junior High sat together. Some of the boys and girls went to the game in autos and some on the street cars. The cars were crowded that day and so they couldn't sit together. Our players were smaller than those on the opposing team. Some funny things happened on the street car I was on. — PUPIL

## 3

After America has worn out its automobile tires, peasants in Mexico, China, Spain, and Portugal get a lot more mileage out of them. In Spain a type of shoes with soles made from the discarded automobile tires has become popular. In China the coolies cut the tires into soles for their cheap shoes. Shepherds in Portugal use inner tubes as overshoes, and pieces of casing as additional soles and heels on wooden shoes. So, you see, they shoe themselves with our old tires.

— *Scientific American*

**Practice 6**

Using one of the topic sentences in Practice 3, or one which you wrote in Practice 4, write a paragraph. Check to see that all sentences relate to the topic sentence.

**How a Paragraph Is Built**

If you are building a cabin or a playhouse, you must have boards, flooring, roofing, and nails in order to cover the framework. In a paragraph the topic sentence is the framework. After writing it, ask yourself these questions: What do I know about my topic? How do these persons or objects differ? What examples or illustrations will explain the idea clearly? In answering these three questions you will give details, comparisons, and examples or illustrations, which are some of the material out of which paragraphs are built.

**Practice 7**

Read the following paragraphs and answer these questions:

1. What is the topic sentence of each?
2. What are the details in 1?

3. How is the topic sentence illustrated in 2?
4. What comparison is made in 3?

## 1

*Example of use of details:*

A gift to Charlemagne by the King of Persia in 807 A.D. was a water clock which struck the hours. The dial was composed of twelve small doors, which represented the hours. Each door opened at the hour it was intended to represent, and out of it came the same number of little balls, which fell one by one at equal intervals of time on a brass drum. One could tell what time it was by looking at the number of doors that were open or by listening to the number of balls that fell. At twelve o'clock, twelve miniature horsemen appeared and closed all the doors.

## 2

*Example of use of illustration:*

Sensible people are apt to do extremely foolish things in the excitement of a fire. Last summer when I was visiting my cousin in the country, a neighbor's house caught fire. While some of the volunteer firemen were trying to extinguish the flames, others began carrying out furniture. Mr. Jackson, the sheriff, hurled pictures and vases from an upstairs window, and presently raced out of a door carrying two large pillows and a bag of clothespins. — PUPIL

## 3

*Example of use of comparison:*

Traveling was very different when my great-grandmother was a small girl from what it is now. There were no big ocean liners, no automobiles, no airplanes, not even fast trains then. The boat on which she and her family came from London took forty-nine days. Now a boat makes the trip in five or six days. In going by wagon from Kansas to what is now Portland, Oregon, they spent three months. Now my uncle covers the distance by airplane in twenty hours.

— PUPIL

### *Practice 8*

Select two of the following topic sentences and build a paragraph on each. Use details, illustrations, or comparisons. Be sure that your paragraph has unity.

1. The old house looked homelike.
2. He was popular with both pupils and teachers.
3. We were excited when our team won the skating meet.
4. A forest ranger's life is interesting but lonely.
5. The early morning is the loveliest time of the day.
6. The library is the most interesting room in our school.
7. There is no place like home.
8. I am glad that I live in the country (city, village).
9. I enjoy living by the ocean (on a ranch, in the mountains, on a lake, on a farm).
10. Last summer I learned a great deal at Scout Camp.
11. Cooking outdoors is more fun than at home.
12. Every person should be able to write a good letter.
13. There is a special trick in cooking frogs' legs.
14. I enjoy my English (art, music, science) class.
15. Many fires are caused by carelessness.
16. My dog is a real friend.
17. That was a bad half hour.
18. The Romans wrote with a stylus on wax tablets.
19. A telephone has its disadvantages.
20. I like summer better than winter.
21. Some people are very superstitious.

### **Beginnings and Endings**

According to early legends the two most important letters in the Greek alphabet were Alpha and Omega, the first and the last. If we carry that idea into writing, we should make a special effort to have the beginnings and endings effective. To make a paragraph emphatic place the important ideas near the beginning and the end. Don't stop before you have said all that

is necessary to complete the thought, and don't drag out the paragraph after the thought is completed. Close your paragraph with an important sentence.

### *Practice 9*

Read the following paragraphs:

1. What is the topic sentence of each?
2. Does each paragraph stick to the subject? Prove your answer.
3. How is each paragraph built?
4. Are the most important ideas placed near the beginning and the end?

### WHAT I LIKE TO DO

Nothing gives me more enjoyment than just reading. If I can only sit down with one of Mark Twain's, Rudyard Kipling's, or Booth Tarkington's books in my hand, I am perfectly contented. I forget everything around me. I seem to sink into that delightful fairyland where heroes and heroines really live. I loathe the villain, admire the hero, love the heroine, and sympathize with her. Whenever I find five free minutes, you may be sure I am again visiting my friends in Bookville. — PUPIL

### THE TWINS

To anyone who did not know them the twins seemed much alike. Both were tall and had dark hair and beautiful complexions. Each had the same swing to her walk and the same tone of voice. They usually dressed alike. But there the similarity ended. Their dispositions certainly were different. Sarah was jolly and friendly, while Nancy was cross and critical and made few friends. It seemed hard to believe that two girls who looked so much alike could be so different.

### THE AMERICAN CIRCUS

Have you ever stopped to think how typically American a big circus is? All countries have their own forms of

traveling entertainment that move from town to town. In France there are small circuses of clowns and gymnasts; in Scandinavia the whole show often consists of no more than a single trapeze artist and his wife; in India the mysteries of magic are demonstrated by professional fakirs. But in this country we want more than these things. We want eye-filling spectacles that we can look forward to for weeks and remember for months afterwards. Elephants, tigers, camels, strange beasts of all kinds are brought from the corners of the earth to join the menagerie. Trapeze artists and aërialists perform hair-raising stunts, while clowns cause chuckles of amusement. All these are a part of the Great American Circus with its crowds and spielers, peanuts, popcorn, and pink lemonade.

### *Practice 10*

Choose two of the following topics and write good paragraphs about each. In building your paragraphs remember the suggestions which have been given — a good topic sentence; unity; development by details, illustration, or comparison; and a good ending.

1. A delicious dinner.
2. A true friend.
3. My favorite work.
4. December is the most enjoyable month of the year.
5. My pets.
6. A comfortable room.
7. Good sportsmanship in school.
8. Advertising.
9. Naming our kitten.
10. Our playground.
11. Why I like general science (or another subject).
12. The first spring flowers.
13. My mother's flower garden.
14. Our next-door neighbors.
15. A church supper.
16. The desert in winter.
17. A book I enjoyed this term.
18. A kite I made.
19. Our marking system.
20. A real blizzard.
21. A hot night.
22. A messenger boy.
23. What I like best about our school.
24. Why we have assemblies.
25. A good class officer.
26. A salt mine I visited (iron, coal, gypsum).
27. Why I like my home town (city) or my country.
28. The value of learning to type.
29. What I enjoy most during vacation.
30. School spirit.
31. My party dress and one my mother had.
32. The value of horseback riding, skating, swimming.



### *Practice 11*

Find in a magazine two good paragraphs. Show that each paragraph has (or has not): (1) a topic sentence; (2) unity; (3) a good ending. How is each paragraph developed?

### **Paragraphing Conversation**

Paragraphs of a written conversation differ from those you have just studied, as no topic sentence is necessary and a new paragraph is begun with every change of speaker. Each speech is a paragraph. Remember that each paragraph is indented one inch.

### *Practice 12*

Read the following conversation. Explain the reason for each new paragraph.

#### **BIG BOY AND TAR BABY**

Tar Baby, the Scottie, and Big Boy, the Boston terrier who lived next door, were fast friends. One day Tar Baby was roused from his afternoon nap by hearing his master call, "Here, Big Boy!"

"Well," thought Tar Baby, shaking himself awake, "I'd better get on the job or this young fellow will cut me out. It seems to me I saw him over here yesterday making up to the family."

He raced off the porch and into the back yard, where Big Boy was digging up one of his cherished bones. "You go home," growled Tar Baby.

Big Boy flirted his bobbed tail and went right on digging. "Hurry up! Hurry up! Get out of here!" snapped Tar Baby, at the same time nipping Big Boy in the leg.

Big Boy saw that Tar Baby meant business. After all, he didn't want the old bone. He thought to himself, "When

that Scottie gets one of his domineering streaks, you can't reason with him."

"Did you hear me?" growled Tar Baby again, nipping another leg.

Big Boy left, but he didn't like such treatment and once on his own side of the fence snapped back, "Come on over! I dare you!"

### *Practice 13*

The following paragraphs include conversation. Rewrite each, dividing it into paragraphs. Copy the punctuation and spelling accurately.

#### 1

Alice looked round her in great surprise. "Why, I do believe we've been under this tree the whole time! Everything is just as it was!" "Of course it is," said the Queen. "What would you have it?" "Well, in our country," said Alice, still panting a little, "you'd generally get somewhere else if you ran very fast for a long time." "Now, here," said the Queen, "it takes all the running you can do to keep in the same place. If you want to get somewhere else, you must run at least twice as fast as that!" — LEWIS CARROLL

#### 2

"How many hours a day did you do lessons?" asked Alice, in a hurry to change the subject. "Ten hours the first day," said the Mock Turtle, "nine the next, and so on." "What a curious plan!" exclaimed Alice. "That's the reason they're called lessons," the Gryphon remarked, "because they lessen from day to day." — LEWIS CARROLL

### *Test*

Rewrite the following conversations, dividing them into paragraphs:

#### 1

"I'm in an awful scrape, Mrs. Bhaer." "Of course; I'm always prepared for scrapes when you appear. What is it?"

Run over some old lady, who is going to law about it?" asked Mrs. Jo, cheerfully. "Worse than that," groaned Tom. "Not poisoned some trusting soul, I hope?" "Worse than that." "You haven't let Demi catch any horrid thing, have you?" "Worse even than that." "I give it up. Tell me quick; I hate to wait for bad news." Having got his listener sufficiently excited, Tom launched his thunderbolt in one brief sentence, and fell back to watch the effect. "I'm engaged!" — LOUISA M. ALCOTT

## 2

"This is the Council Chamber, Cynthia," her father explained, "where the Governor and the Councilors discuss matters. Ah, here's the Governor now." A tall, gray-haired man had opened the door of an inner office and was coming toward them. "Well, Judge Blair," he said, "I'm glad to see you. And this must be your daughter. She looks like you." Cynthia shook hands, but words did not easily come. She was proud to find that governors were known to her father, but she had not been prepared for such cordiality. Just then a man in blue called to her father and she was left alone with Maine's Chief Executive. "Is this your first visit to Augusta, Miss Blair?" asked the Governor. "Yes, sir," said Cynthia, recovering herself, "and it's proving very delightful." "You're not the only daughter, are you?" asked the Governor. "It seems to me I remember some other girls being with your father when he came before." "There are seven of us," Cynthia explained, strangely proud of them all. "If you are ever down near Petersport, Governor Hall," she concluded, "we'd be honored to have you call, or even visit us."<sup>1</sup>

<sup>1</sup>Taken from *A Return to Constancy* by permission of the author, Mary Ellen Chase.

## UNIT 4

# THE FRIENDLY LETTER

### Why Learn to Write Friendly Letters?

If you had lived back in '49 when boys and girls traveled with their parents in covered wagons from east of the Alleghanies to west of the Rockies, you might have wished that you could send letters to your friends. You could have told of Indian raids, of fording streams, of intense heat and bitter cold, of funny as well as of sad occurrences. Now that our postal system makes it possible for us to talk with our friends by means of letters, no matter where they are, everyone should learn how to write letters that are both correct and interesting.

A letter is a person's representative. If your letters contain careless penmanship, misspelled words, blotted pages, ungrammatical expressions, and errors in form and punctuation, they give an unfavorable impression of you. It is as though you arrived at that friend's home with a dirty face, uncombed hair, and soiled clothes.

### Parts of a Friendly Letter

The five parts of a friendly letter are the heading, the salutation, the body of the letter, the complimentary close, and the signature.

## FORM 1

432 Westchester Road  
Norfolk, Virginia  
June 30, 1934

Dear Jean,

---

---

---

Sincerely yours,  
Joyce Wilbur

## FORM 2

Dear Jean,

---

---

---

Sincerely yours,  
Joyce Wilbur

432 Westchester Road  
Norfolk, Virginia  
June 30, 1934

**Heading**

The heading shows where the writer is and when he is writing. It includes the street number, city, state, and date, and is placed slightly to the right of the

center of the page an inch or two from the top. The address is written above the date. It is better to avoid abbreviations.

Only two commas are necessary: one between the day of the month and the year, and one between the name of the city or town and the state. When streets are named by number, the numbers under ten are usually spelled out. Some correct headings are:

Moro, Arkansas  
January 14, 1934

114 Dover Road  
Cleveland, Ohio  
January 10, 1934

4072 East 63d Street  
Chicago, Illinois  
October 4, 1934

Waterford, Pennsylvania  
February 14, 1934

2221 Fourth Street  
St. Louis, Missouri  
April 2, 1934

R. F. D. No. 3  
Lewiston, Montana  
December 25, 1934

The address and date may be placed after the body of the letter as in Form 2, but Form 1 is preferred.

### Salutation or Greeting

The customary salutations or greetings are *Dear Ethel* or *My dear Mrs. Hays*, the former being the more intimate. Capitalize the first word and all names.

A comma is used after the salutation. Some proper salutations are:

*Dear John,*  
*Dearest Dad,*

*Dear Aunt Edith,*  
*My dear Miss Brown,*

*My dear Mrs. Greene,*

*Dear Elizabeth,*  
*Dear Uncle John,*  
*Dear Grandmother,*

Avoid such salutations as *Dear Friend*, *My dear Friend*, and *Friend Mary*.

### Complimentary Close

The complimentary close, which is the same as saying good-bye, should begin about halfway across the page and should be followed by a comma. Only the first word should be capitalized.

Examples of proper complimentary closes are:

<i>Yours sincerely,</i>	<i>Your friend,</i>
<i>Cordially yours,</i>	<i>Affectionately yours,</i>
<i>Your loving son,</i>	<i>Very sincerely yours,</i>
<i>Your loving sister,</i>	<i>Your loving niece,</i>

### The Signature

The signature, or the name of the writer, is placed below the complimentary close slightly to the right. No mark of punctuation follows the signature. In a friendly letter the word *Miss* or *Mrs.* never precedes the name. For example:

(Right) *Jane Smith*  
 (Wrong) *Miss Jane Smith*

### Practice 1

1. What are the parts of a friendly letter?
2. Where is the heading placed? What is in the heading? How is it punctuated?
3. Where is the salutation placed? Give four correct salutations. How is each punctuated? How is each capitalized?
4. How is the complimentary close punctuated? How is it capitalized? Give four correct forms for the complimentary close.
5. Is any punctuation used in the signature?

### Practice 2

Write the correct heading, salutation, complimentary close, and signature for the following letters:

1. Ethel Brice of 458 Huntington Avenue, Boston, Massachusetts, writes to her Aunt Mary.
2. William Drake of 7 Prescott Street, Atlanta, Georgia, writes to his chum Walter.
3. Charles Frazier of 1902 South Xanthus Street, Tulsa, Oklahoma, writes to his father.
4. Ellen Boyd of 701 Shorb Street, Canton, Ohio, writes to her grandmother.
5. Ruth Kahle of Mead's Point, Greenwich, Connecticut, writes to her Cousin Ruth.
6. Roy Miller of 6923 Wayne Avenue, Chicago, Illinois, writes to a friend of his father's, Dr. Short.
7. Frances Newlin of 231 Chase Street, Gary, Indiana, writes to Mrs. Corwin.
8. Norman Sloane of 1812 Monterey Avenue, Berkeley, California, writes to his Uncle Jack.
9. Anne Stevens of 105 Harvard Street, Seattle, Washington, writes to Martha, who is a good friend.
10. Helen White of 10 Colony Drive, West Orange, New Jersey, writes to Mrs. Murray.

### The Body of the Letter

Louise was sitting at the desk writing a letter. At least she had started a letter to her best friend at home. "Dear Helen," she wrote, and stopped and chewed the end of her green fountain pen. Her pen was new and she was writing on attractive paper with a green monogram, so she should have been inspired but she wasn't.

She had so much to tell Helen about her Florida visit but she couldn't get started. Finally she wrote, "Yesterday we went to St. Petersburg and had a wonderful time."

She stopped again. The trip had been interesting but it didn't sound so. If Helen had been there, Louise would have talked at the rate of a mile a minute, telling of the fun she had had.



After mentioning a few other places she had seen, Louise gave up and ended her letter abruptly:

"I'll have so much to tell you when I get home. Your loving friend, Louise."

No one would guess from Louise's letter that she was having a good time.

Writing letters can be fun. Think what the person to whom you are writing would like to hear; then imagine that person is sitting with you and write as you would talk.

### Practice 3

Read the following friendly letters which were written by pupils to former classmates; then answer these questions:

1. How are the headings punctuated?
2. Are the salutations suitable? Are they punctuated and capitalized correctly?
3. Which letter is more entertaining? Why?
4. Why does each writer divide his letter into four paragraphs? How are the paragraphs arranged?
5. Are the complimentary close and signature correctly placed and punctuated?

646 Elmwood Avenue  
Buffalo, New York  
January 8, 1934

Dear Mary,

You will remember that when you left last year the addition to our school was being built. It is completed now and is marvelous.

The part of the building that everyone likes best is the swimming pool. You'd be surprised at the fun that we can fit into one hour. Before we go into the pool,

we all take showers. Each of us is given a clean suit and a towel. The water in the pool is so clear that it is just as though you were looking through a glass. Everything is kept clean and sanitary.

We had a lot of excitement at home last evening. Our dog caught a skunk! Father gave her a bath, but it did not do much good. Mother and I used perfume on her, but that was worse than ever. As she always sleeps in the house, we didn't know what we were going to do with her. I suggested the garage, but Father said, "Why spoil the car?" Mother thought of the tool house and there she stayed. I hope she had pleasant dreams, but did not dream of catching another skunk.

We have missed you since you went to New York, and you have missed a lot of fun. I know, however, you are having a good time and enjoying your new school. I shall be looking for a letter soon.

Your loving friend,  
Ethel Baird

456 Driving Park Avenue  
Rochester, New York  
November 6, 1934

Dear Bill,

I hadn't heard from you for such a long time that I was afraid that you had forgotten your old pal. You may be sure I was glad when your letter arrived.

We are having an exciting time at school. The annual drive is on for the Memorial Scholarship Fund. This fund gives scholarships to boys and girls in junior

and senior high schools who have good records. The contest this year is between home rooms. The quota is ten cents per person. The home room that hands in the highest number of quotas has the privilege of putting on a Christmas play. Our class so far stands a good chance of winning.

At Halloween we gave a play called "The Slippers of Cinderella." It is a story of a family who complained all the time. At Halloween all their wishes came true, and there was an awful mess. But of course everything turned out all right. My part was fun, as I was the noise maker and cheer leader. Since we had such a good time giving that play, we hope we'll have the chance to put on the Christmas play.

I hope you can come back to visit us soon. We miss you in our class.

Your old classmate,  
Robert King

### The Envelope

The address on the envelope should be written clearly. It is better not to abbreviate. If you do use abbreviations, write them so plainly that they cannot be mistaken. No punctuation is necessary unless you use abbreviations. Put a return address either in the upper left-hand corner, or on the back of the envelope.

A carelessly addressed letter is expensive. In one year in a city of 325,000 the cost of such letters was over \$18,000. At this rate the total cost to our government is enormous. Do your share to avoid this expense.

## ENVELOPE

<p><i>Joyce Wilbur</i>  <i>432 Westchester Road</i>  <i>Norfolk, Virginia</i></p> <p><i>Miss Jean Black</i>  <i>4500 Walnut Street</i>  <i>Philadelphia</i>  <i>Pennsylvania</i></p>	<p>STAMP</p>
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**Practice 4**

Write the address as it would appear on the envelope of a letter written to the following:

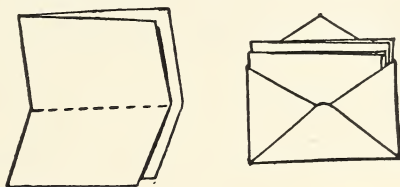
1. Dr. John L. Armstrong, 420 Great Neck Road, Brooklyn, New York.
2. Miss Florence Smith, 163 Myrtle Avenue, Flushing, New York.
3. Mr. D. H. Howe, 24 College Avenue, Lawrence, Kansas.
4. Miss Marie Knight, 286 Main Street, Trinidad, Colorado.
5. Mr. Eugene M. Darrow, R. F. D. 2, The Dalles, Oregon.
6. Miss May Ames, 2325 South Street, Dallas, Texas.
7. Miss Dorothy Dotterer, 183 Lake Avenue, Newton Center, Massachusetts.
8. Dr. Frank M. Burke, Memorial Hall, Simpson College, Indianola, Iowa.

**Appearance of the Letter**

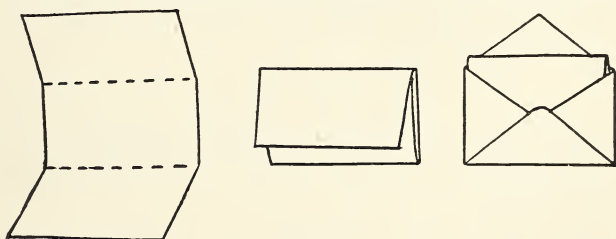
White or light shades of paper and black or blue ink are preferred for friendly letters. Avoid paper of

peculiar size and striking color. If you use double sheets, write in order on pages 1, 2, 3, 4, and be particular about leaving margins. In a letter of two pages, write on pages 1 and 3. Leave a margin of about half an inch and indent each paragraph about the same distance.

The envelope should match the paper. Postal authorities request that tiny or huge envelopes be



avoided, as they are hard to handle. When you enclose a double sheet of paper in an envelope, fold the lower half over the upper half. Place the letter in the envelope with the crease at the bottom of the envelope.



If your paper is a single sheet about seven by ten inches, fold the lower third up and the top third down.

### *Practice 5*

Write one of the following letters. Make it lively and natural.

1. To a friend who is ill at the hospital, about your school play, a good book you have read, some new members of your class, your term tests.

2. To your mother who has gone away on a visit, about your attempts at getting dinner, the neighbors' new automobile, the party you and your sister had, the new neighbors, a stray cat you have taken in.

3. To a friend who is on a vacation, about the neighborhood baseball games, the new girl or boy on your street, a picnic, a scout hike.

4. To a friend who has moved away, about the new school building, what your class is doing, plays you have been in, a recent campaign in school, your new dog or cat, class contests in soccer, basketball, or hit-pin ball, learning to swim, skate, or ski.

5. To a friend or relative, about an auto trip you and your family are enjoying, a trip on a boat or a train, some interesting places you have seen, a zoo, a park, or a museum you have visited.

6. To a teacher who is ill or is studying at some university, about this term's honor roll, the Courtesy Campaign, the school basketball or baseball team.

7. To your father, who is on a business trip, about your joining a Saturday morning art class.

8. Write a real letter at home and bring it, or a copy, to school.

### Informal Notes

An informal note differs from a friendly letter in that it discusses one topic, while a friendly letter may discuss several.

An informal invitation should be short and cordial, and should give the necessary information. It should be definite so that there can be no mistake about the time or the place. A note written in reply to an invitation should be sincere and appreciative and should be written as promptly as possible.

The form is the same as that of a friendly letter. In an informal note the address and the date are frequently placed after the signature, at the left.

*Invitation*

1428 Aylesboro Avenue  
Pittsburgh, Pennsylvania  
February 9, 1934

Dear Mary,

Unless the weather man interferes, my brother and I are having a skating party Friday evening, February 15, at the North Side Park, and hope that you can be one of the guests. We are planning to meet at the club house at 4 o'clock, skate for an hour, and have a weiner roast. We shall be disappointed if you do not come.

Cordially yours,  
Jane Smith

*Acceptance*

Dear Jane,

I am very glad to accept your invitation to the skating party, Friday evening. I hope the weather man does not change his mind and send rain instead of snow, for nothing is more fun than skating and a weiner roast.

Sincerely yours,  
Mary Neill

143 North Avenue  
Bellevue, Pennsylvania  
February 12, 1934

*Regret*

Dear Jane,

Last Friday I slipped and sprained my ankle, so it will be impossible for me to attend your skating party. I am very sorry, as I should enjoy being present. I'll be thinking of you Friday evening.

Sincerely yours,  
Mary Neill

143 North Avenue  
Bellevue, Pennsylvania  
February 11, 1934

*Note Giving Directions*

428 West Avenue  
Louisville, Kentucky  
May 28, 1934

Dear Jack,

We are so glad your father has given his permission for you to go camping with us. We are planning to leave on Saturday, June 4, and hope you can come here Friday in order to drive out with us. If you leave home on the bus at 3 o'clock, Friday afternoon, we will meet you at the Bus Terminal at 5 o'clock. Phone me if your plans are changed.

Sincerely yours,  
Bob

*Practice 6*

1. Invite a cousin to spend the Easter holidays with you. Suggest some entertainment which he might enjoy.

2. You and your family are driving to a near-by city. Invite a friend to accompany you and visit his or her aunt who lives there.

3. You have been invited to spend a part of the Christmas vacation at an uncle's. Accept the invitation.

4. Decline the invitation suggested in number 3. Explain clearly why you cannot go.

5. Invite a friend to go with you and your family on an auto trip which will take several days. Tell definitely when you expect to leave and to return and where you are planning to go.

6. Invite a cousin to meet you Friday afternoon and go to the movies. Give definite directions as to the time and place of meeting.

7. Invite a friend to go with you and your brother on a Saturday hike through the woods. Tell him or her definitely when and where to meet you and give any other necessary directions.

8. Accept the invitation given in number 5. State clearly when you expect to reach your friend's home.



### Notes of Thanks

A letter of thanks is the courteous reply to a Christmas or a birthday gift. A letter which you write to someone you have just visited is often spoken of as a "bread-and-butter" letter. This should be written promptly and give some pleasant comment about your visit. It may tell what happened on the trip home and how you found your family.

Dear Betty,

Thank you so much for the interesting book, *Calico Bush*, you sent me for my birthday. It was lovely of you to remember the date. The book is one I have heard about and wanted for some time, and now I certainly enjoy owning it.

Your loving cousin,  
Marie

4343 West Tenth Street  
Los Angeles, California  
June 4, 1934

### *"Bread-and-Butter" Letter*

Avon, Illinois  
April 5, 1934

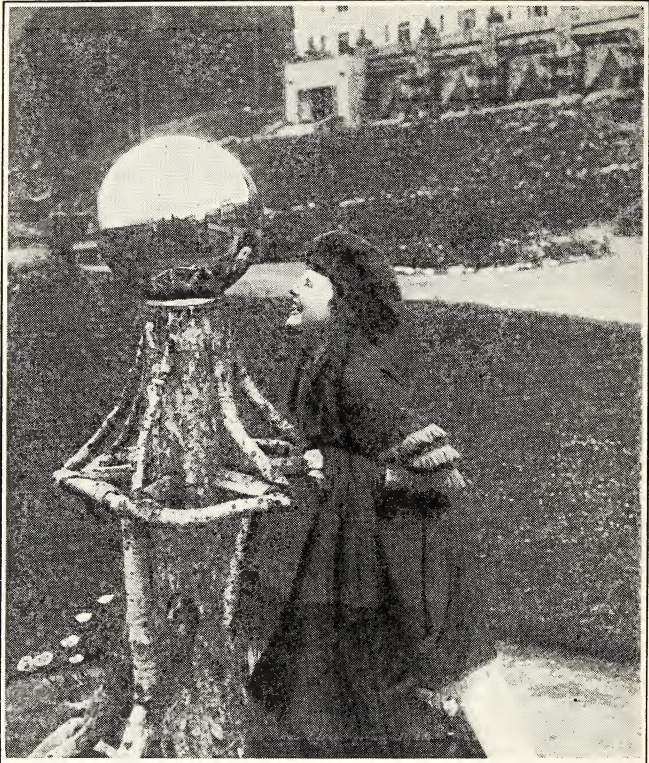
My dear Mrs. Clarke,

I arrived home safe at six o'clock yesterday afternoon and spent the evening telling the family about the wonderful time I had at your house. Mother says that she may allow me to go on with the riding lessons. I certainly hope so.

I had a good time coming home, as two boys I know got on the bus at Galesburg and came the rest of the way with me.

Mother says she knows that I must have enjoyed myself, as I have gained three pounds! I never had a pleasanter Easter vacation and thank you and Jim very much for inviting me.

Sincerely yours,  
Arthur Hatch



*Courtesy Canadian Pacific*

### SEEING HERSELF

Travel experiences offer good material for talks and letters.

### *Practice 7*

1. Thank Mrs. Stilling, the mother of a friend, for a delightful week end you spent with the Stillings at the lake.
2. Thank a friend or a relative for a Christmas gift.
3. You have been ill for several weeks. Thank a friend for a book he or she sent you.
4. Thank your class for a jig-saw puzzle which they sent you while you were ill.
5. When you returned home from visiting your aunt, you forgot your bathing suit. Thank your aunt for mailing it.

### *Practice 8*

Be able to write from dictation any of the informal notes given in this unit. Refer to the directions for preparing a dictation given on page 36.

### *Practice 9*

1. Invite your cousin from out of town to spend the week-end with you and go to a movie.
2. Invite a friend from a near-by town to your birthday party. Give definite directions for reaching your home.
3. Thank a friend for asking you to a Valentine party.
4. Thank an aunt for including you in a camping party at the shore or in the mountains.
5. Thank your aunt for a Christmas gift which she sent you.
6. Your class is preparing a special Armistice Day program. Invite your principal to be present.
7. Invite a friend to visit you Friday and Saturday and go Christmas shopping with you.
8. Decline an invitation to go with a friend on a scout hike on Saturday.

### **Postcards and Postal Cards**

On a souvenir postcard there is a small space for a message on the left side of the front. Because the space is small, it is permissible to omit the salutation and the complimentary close. Three points to keep in mind in writing a postcard are —

1. Inform.
2. Entertain.
3. Don't waste a word.

The card which is printed by the United States Post Office Department is called a "postal card." It is used most frequently for sending notices and for brief business messages.

<p>THIS SPACE FOR WRITING</p> <p>La Fonda Hotel Santa Fe, New Mexico February 19, 1934</p> <p>Dear Aunt Martha,</p> <p>This doesn't seem like an ordinary city, as there are lots of cowboys and Indians in costume. Most of the men wear sombreros.</p> <p>Expect to leave Saturday, February 21.</p> <p>Lovingly, Esther</p>	<p>POSTCARD</p> <p>THIS SIDE IS FOR THE ADDRESS</p> <p>Mrs. H. H. Noyes</p> <p>27 Rockland Avenue</p> <p>Woonsocket</p> <p>Rhode Island</p>	<p>STAMP</p>
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### Travel Letters

Stories of trips make interesting material for letters. No matter whether you are traveling for days in a new country or are just going on a short auto trip, you can usually find incidents about which your friends will enjoy hearing.

London, Kentucky  
June 12, 1934

Dear Betty,

I'm tired and sleepy tonight but I like to keep you posted about our trip. How I wish you were with us! Wouldn't we have a good time together!

We didn't have any idea that eastern Kentucky was so lovely. Almost as soon as we left Cincinnati, we got into mountains. We stopped several times and took pictures, but no ordinary snapshots could show the marvelous views.

It seemed so queer to see cabins perched on the mountain side. Sometimes the mountains were so steep that you would think the cabins couldn't stick on. You ought to see the men plowing on those mountains. Mules are used for plowing and other farm work, maybe because they can hang on better than horses.

I never saw so many people riding horseback. Often we would see two people on one horse, one holding on to the one ahead. It's hard enough for me to ride horseback alone. I don't know what would happen if I tried that way. But wouldn't it be fun to have a horse of your own!

I wish we could stay here awhile, but Dad says he must be in Lexington by Friday noon. That means that we leave here tomorrow morning.

Your letter didn't tell how my dog is behaving. I hope he's getting over the habit of running after cars and doesn't bother your mother too much.

Lovingly yours,  
Rachel

### *Practice 10*

Read each of the following letters and answer these questions:

1. Is it entertaining? Why?
2. What facts does it mention?
3. What information does it give you about the writer?
4. What salutation is used? What complimentary close?

*Abraham Lincoln writes to a little girl living in Chautauqua County, New York:*<sup>1</sup>

Springfield, Ill., Oct. 19, 1860

Miss Grace Bedell,

My dear little Miss: Your very agreeable letter of the fifteenth is received. I regret the necessity of saying I have no daughter. I have three sons, one seventeen, one nine, and one seven years of age. They, with their mother, constitute my whole family. As to the whiskers, never having worn any, do you not think people would call it a piece of silly affectation if I were to begin now?

Your very sincere well-wisher,  
A. Lincoln

<sup>1</sup> Reprinted by permission from *The Boys' Life of Abraham Lincoln* by Helen Nicolay, published by The Century Company.

*Henry W. Longfellow writes to Emily:*<sup>1</sup>

Nahant, August 18, 1859

Dear Miss Emily,

Your letter followed me down here by the seaside, where I am passing the summer with my three little girls. The oldest is about your age; but as little girls' ages keep changing every year, I can never remember exactly how old she is, and have to ask her mamma, who has a better memory than I have. Her name is Alice; I never forget that. She is a nice girl, and loves poetry almost as much as you do.

The second is Edith, with blue eyes and beautiful golden locks, which I sometimes call her "nankeen hair," to make her laugh. She is a very busy little woman, and wears gray boots.

The youngest is Allegra, which, you know, means merry; and she is the merriest little thing you ever saw — always singing and laughing all over the house.

These are my three little girls, and Mr. Read has painted them all in one picture, which I hope you will see some day. They bathe in the sea, and dig in the sand, and patter about the piazza all day long, and sometimes go to see the Indians encamped on the shore, and buy baskets and bows and arrows.

I do not say anything about the two boys. They are such noisy fellows it is of no use to talk about them.

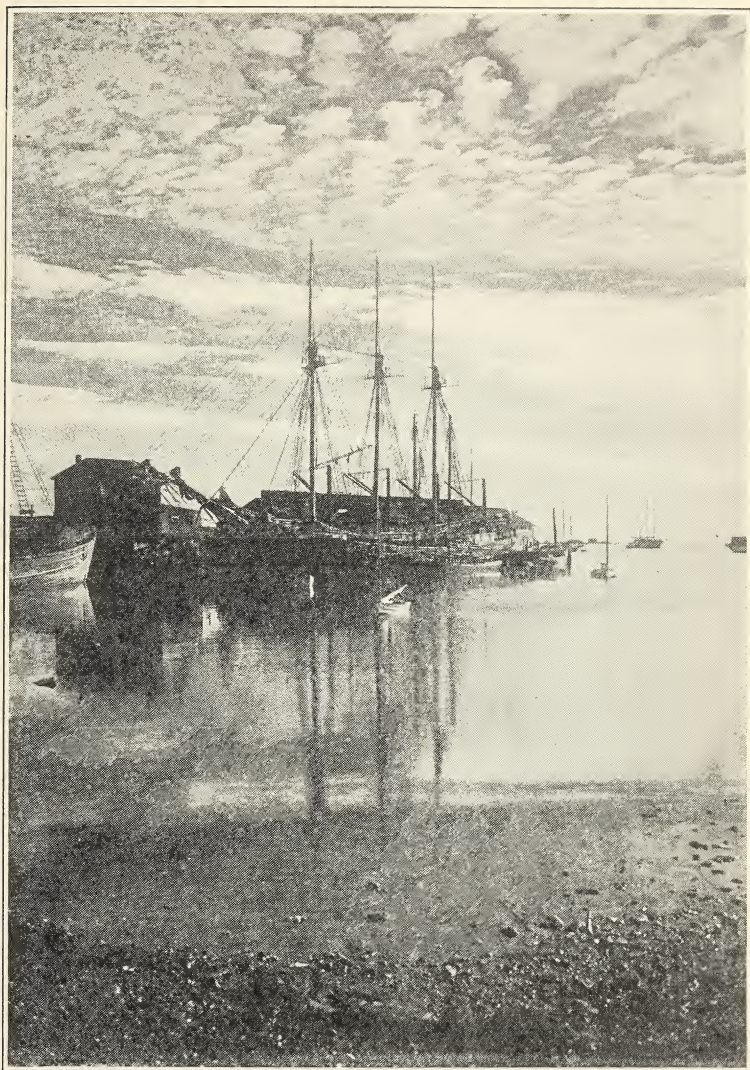
And now, dear Miss Emily, give my love to your papa, and good night, with a kiss, from his friend and yours.

Henry W. Longfellow

### *Practice 11*

1. Write a postcard to a friend. Show it to your English teacher and read it to your class before sending it.
2. Write to a cousin or friend about a trip you have taken.
3. A boy (girl) you met at camp has written you about the members of his (her) family and their activities. Write to him (her) about your family.

<sup>1</sup> Taken with permission from *A Book of Letters* published by Houghton Mifflin Company.



*J. W. Barker*

FISHING SMACKS AT NANTUCKET

Such scenes offer good material for travel letters.

### School Notes

A common type of note is that written by one of your parents to your teacher asking that your absence be excused. Such notes should explain why the absence was necessary and should be written neatly on a single sheet of paper or a correspondence card. They should never close with such expressions as *and oblige*.

Many occasions arise in school for writing notes or short letters. You or your class may want to invite the principal or others to visit your class. Or your class may want to borrow costumes or equipment for a class play from a teacher in another school. Perhaps you have been ill and write to your teacher asking for an assignment for homework. Such notes should be courteous and show that you appreciate having your invitation accepted or your request granted.

1447 Colton Avenue  
Detroit, Michigan  
December 14, 1934

My dear Miss Dunn,

Please excuse Marion's absence on Tuesday, December 13, as she was ill and unable to be in school.

Sincerely yours,  
Elizabeth H. Page  
(Mrs. George W. Page)

702 Beech Street  
Wichita, Kansas  
March 14, 1934

My dear Mrs. Edwards,

The pupils of the Eighth Grade A of the Washington Irving School are giving a gymnasium exhibition Friday, March 25, as part of Know Your School Week program. We



are inviting the mothers of our class officers to act as patronesses and would like very much to have you come.

Yours truly,  
Elizabeth Bailey  
Secretary

4721 Guilford Road  
Upper Darby, Pennsylvania  
April 29, 1934

Dear Sally,

I certainly have had bad luck this spring. Measles wasn't enough. Now I've sprained my ankle and can't go to school for at least two weeks. I am wondering if you will help me out. I'm trying to do some school work and need a science book and a French reader. Would you mind getting them from the teacher and bringing them to me? I'd appreciate your kindness a lot.

Sincerely yours,  
Ann Bishop

### *Practice 12*

Prepare to write from dictation any of the notes given in this unit.

### *Practice 13*

1. As secretary of your class ask the principal to visit your art exhibition, special music, English class, or social studies class.

2. For your class invite the mother of one of the members to attend a Christmas party.

3. Write to your science, social studies, or mathematics teacher asking her to act as a judge in a debate which is to be given in your English class.

4. Ask the music teacher for permission to use the victrola for a class meeting.

5. Arrange with the teacher in charge to use the kodascope or a stereopticon in your English or social studies class.

## UNIT 5

# EXPLAINING

### Why Learn to Explain?

If a record were made of your conversation for one day, you would find that again and again you had had to explain how to do something, or had asked someone else how to do something. Perhaps a classmate asked you how to do a problem, arrange a notebook, or draw a map of Europe or Australia; a friend asked you how to make fudge, pancakes, or biscuits; a stranger asked you how to reach the post office, the city hall, or a certain street.

Was your answer definite? Could your directions be followed easily? To be of any value an explanation must be clear, accurate, and complete. If you have only a hazy idea, you cannot explain clearly.

### *Practice 1*

Perhaps one of your faults is that you have a general idea about many subjects but are not particular about getting accurate information. Would you actually know what to do if you were lost in the woods? Read the rules sent out by the Pennsylvania Forestry Service. How accurately could you give them to someone else?

#### IF YOU ARE LOST IN THE WOODS

1. Sit down and rest. Study the lay of the land; try to find out where you are.
2. Don't yell for help, and don't wear yourself out trying

to run through undergrowth or pushing through drifted snow.

3. Don't walk aimlessly. Travel only downhill. Follow a stream downwards, if possible. It usually leads to a habitation.

4. Don't try to find a way out during the night or in a storm or fog. Find a sheltered place and make camp. Gather plenty of dry wood and build a fire in a safe place. Be careful not to set the woods on fire and to extinguish your camp fire before leaving.

5. If you are injured, build a smoke signal fire, if possible, in an open spot on a knob or ridge top.

6. Don't lose your head and don't give up.

### *Practice 2*

How many of the following do you know enough about to explain? Make a list of those about which you have accurate information. Be ready to give an oral explanation of one in class.

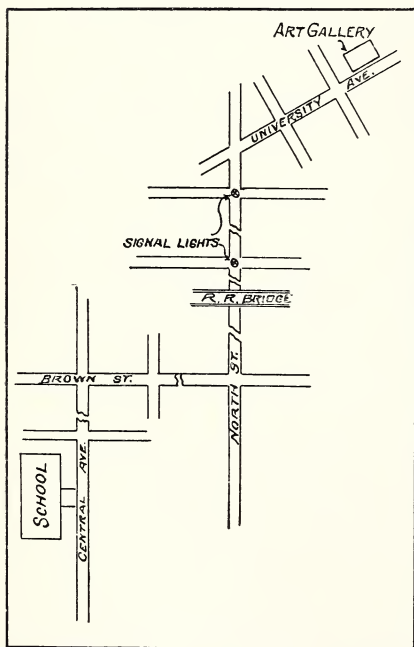
1. What makes thunder? 2. How to set up a Christmas tree. 3. How to tie a slip knot, a square knot, a granny knot. 4. How to kindle a fire without matches. 5. The purpose of the Junior Red Cross organization. 6. Why the days are shortest in winter. 7. How to salute the flag. 8. How to display the flag. 9. How to study a history lesson. 10. How to learn a poem. 11. How to stop bleeding from a cut. 12. What makes water hard? 13. How to tell the difference between mushrooms and toadstools. 14. How to get breakfast at camp. 15. What first aid to give a person who is burned. 16. How to introduce a friend to your mother. 17. How to put out a camp fire. 18. How to put up an aërial. 19. What causes winds? 20. Why we have day and night. 21. Why we have summer and winter. 22. How a foreigner may become a citizen of the United States. 23. How the President of the United States is elected. 24. How to make a snare. 25. Why the stars are not visible in the daytime. 26. Why foods keep longer in cold air than in warm.

## Being Clear

To be able to explain clearly you must know what you are talking about. You should thoroughly understand, for example, how to make a kite before you attempt to tell someone else how to do it. Then explain in such a clear, definite manner that your listeners will be able to follow your directions.

### *Pictures and Diagrams*

Pictures or diagrams are often helpful in making an explanation clear. If you are telling how to



A DIAGRAM OF DIRECTIONS FOR GOING  
FROM THE SCHOOL TO THE  
ART GALLERY

down Central Avenue to Brown Street; turn right and

go from your home to school, you will be apt to use gestures or a diagram. Be sure that your drawings accurately illustrate what you are explaining.

### *Practice 3*

Read the directions given in the following paragraph and study the diagram illustrating them:

To reach the Art Gallery from the Wilson School turn to the left as you come from the main entrance; walk

walk to North Street; then turn left, go under the elevated tracks, pass two signal lights, and continue to University Avenue. Turn right on University Avenue and walk two blocks. The large stone building on your left is the Art Gallery. — PUPIL

### *Practice 4*

The class had been discussing how to give directions clearly. When Stan's turn came, he told an incident which had happened during his vacation. After you have read his directions, draw a diagram to illustrate them. Then answer the following questions:

1. Are the directions clear?
2. What landmarks are mentioned?
3. How are distances indicated?
4. How do landmarks help?

One day last summer when I was visiting at my uncle's farm in Iowa, a big car drew up in front of the house and a man called, "Is this the road to Ames?"

Fortunately, only a few days before I had gone with my uncle to Ames and knew that the stranger was on the wrong road.

"No," I answered, "you are several miles out of your way, but I'll tell you a short cut that will bring you to the concrete road which goes to Ames. Turn around and go back about two miles to the gas station. Turn to your right at the gas station and follow that road until you cross a one-way bridge. Turn right at the schoolhouse just beyond the bridge and keep that road until you come to the concrete. There you will find a signboard that will direct you to Ames. — PUPIL

### *Practice 5*

Your cousin is coming to visit you and has asked whether you think it best for him to drive or come by train or by bus. Choose any one of the three ways

and give directions for reaching your home. Draw a diagram for the route which you give him.

### **Accuracy**

Directions which are inaccurate are useless. Suppose that a stranger asks you how to go to Mr. Sutton's home. If you tell him to turn left at the next corner and go to 458 Chestnut Street when you should have told him to turn right and go to 658 Chestnut Street, your directions are not only worthless but cause annoyance and loss of time.

### **Practice 6**

Prepare to explain accurately to the class how to go from your school to one of the following: the post office, a railroad station, a church, your home, a theater, the zoo, a park, the baseball field, a skating pond, a swimming pool, a picnic ground, a store, a bank, a bus terminal, a gymnasium, an airport, a library, a factory, a playground, another school, a hospital, the dental dispensary, the telegraph office, a garage, a doctor's office, Scout Camp.

First explain the route without a diagram. Then explain it with a map or diagram. Tell whether you will walk, drive, or go by bus or by trolley.

### **Practice 7**

The first day of school is confusing to new pupils. Prepare to explain one of the following. Draw a diagram if you need to.

1. How to go from your room to the lunch room, the library, the auditorium, the office, the cooking room. 2. How to go from the front door to the gymnasium, the art room,

the lost and found department. 3. How to go from the office to the science room, the music room, the art craft shop, the machine shop, or the cabinet shop.

### *Practice 8*

Imagine that your class has been chosen to tell the entering classes about the various school organizations. Select a topic and prepare to explain it clearly and accurately.

1. How our home-room group is organized.
2. What the duties of class officers are.
3. How class officers are elected.
4. What the duties are of the guardians of the park or grounds, the Locker Committee, the Corridor Committee, the Lunch Room Committee.
5. How school banking is carried on.
6. How our home room is represented in the Student Forum or Student Council.
7. Who is eligible to be an officer of the Student Forum.
8. How these officers are elected.
9. What our school creed means.
10. What the requirements are for the citizenship honor roll, the scholarship honor roll.
11. How we may use the library.
12. Why we have assembly periods.
13. How one may become a member of the band, orchestra, or glee club.
14. How the home-room athletic teams are organized.
15. How one may become a member of the school athletic teams.
16. What it means to be a citizen of our school.

### **Outlining**

An outline is a written plan of a composition or a talk. It gives the points the writer considers important. There are two kinds of outlines, topical and sentence. A topical outline is briefer and easier to write than a sentence outline, which, as the name implies, is written in complete sentences. The danger in the use of the topical outline is that it may be so vague and brief as to give little or no information about the subject. Such an outline is neither interesting nor valuable.

*Directions for Outlining*

1. The main topics are numbered I, II, III, with the subtopics under each in capital letters, A, B, C.
2. Subtopics are begun farther to the right than the main topic. The second line of a topic is indented farther than the first line.
3. The numbers for the main topics must be kept directly under each other, and in like manner the letters for the subtopics must be kept in a vertical line.
4. Capitalize the first word of each topic and other words that would be capitalized in a sentence.
5. Place a period after each topic number or letter and at the end of each sentence.

*Example of sentence outline:*

## MY DAILY TRIP TO SCHOOL

- I. I enjoy my walk to school.
  - A. I cross a railroad track and a long bridge.
  - B. I pass three signal lights.
  - C. I go through a park which I love.
- II. I meet the same people almost every morning.
  - A. A pleasant woman with red hair and a nice smile always speaks to me.
  - B. A small boy grins from ear to ear as we pass.
  - C. A cross-looking girl accompanies the little boy.
- III. One house interests me particularly.
  - A. It is attractive in winter or summer.
  - B. It has a lovely garden.
  - C. I wish that I might some day live in such a house.

I enjoy my walk to school. I cross a railroad track, a long bridge, and pass three signal lights. Then I go through a



park which I love. There I count the squirrels and birds and watch for the new flowers in the spring.

I meet some of the same people every morning. One of these is a woman who looks very good-natured and always speaks to me. In the next block I often pass a boy about five years old with a girl about thirteen, who looks enough like him to be his sister. He has light hair, brown eyes, and wears a funny little hat perched on the top of his head. He is always smiling from ear to ear. But the girl doesn't smile. She has hair and eyes like the little boy's, but she has a sharp pointed nose and looks so cross that I'm afraid to speak to her. Probably she is angry because she has to take her brother to kindergarten before she goes to school.

One house which I admire very much is cream-colored and has a green roof. In the winter it looks warm and comfortable. In the summer the garden is beautiful, and the grass looks like a green velvet carpet. I love to imagine that some day I'll live in a house just like that one. — PUPIL

*Example of topical outline:*

POISON IVY<sup>1</sup>

- I. Why dreaded
  - A. Causes painful irritation
  - B. Is highly infectious
- II. How recognized
  - A. Three-leaved foliage
  - B. Greenish-white flowers
  - C. Waxy-white berries
  - D. Shrub or vine
- III. What parts most dangerous
  - A. Broken leaves
  - B. Broken stems

One of the most dreaded plant pests is poison ivy. The slightest contact with this plant brings about an extremely

<sup>1</sup> Adapted from an article by J. B. McNair in *Safety Education*, June, 1932.

painful irritation, swelling, and itching. Some people are so easily poisoned that they are affected even by handling garden tools or clothing of others who have walked on this plant.

Poison ivy is known by its compound leaf which is made up of three leaflets. Its flowers are greenish white and the berries are waxy and white. It grows either as a shrub or as a climbing vine, and may be found in almost every state in the Union.

The parts of the plant which one should avoid touching are the broken leaves and stems from which the sap comes, as it has been proved that the sap contains the poison. Consequently the springtime, when the plants are just budding, is the time of the year when cases of poisoning are most frequent.

### *Practice 9*

Write an outline of each of the two articles that follow. Write either sentences or topics, not both.

#### HUNTING IN THE DAYS OF DANIEL BOONE

In the days of Daniel Boone hunting was not only a sport but a serious occupation, as the entire meat supply came from the wild game. A man needed to be not only a hunter but a good one. Abundance of game did not always mean easy hunting. Even though animals were numerous, they were just as wary then as now.

Besides securing a supply of fresh meat, a pioneer laid aside dried meat in strips, called "jerkey." Sometimes the settlers of those days would make hunting trips at a distance for the purpose of laying in as much meat as they could to last over the winter.

#### CAUSES OF FOREST FIRES

Certain causes of forest fires have been known for years. The most common are the throwing down of lighted cigars, cigarettes, or matches, or leaving a camp fire that has not

been completely extinguished. Lightning causes many such fires every year.

Recently a scientist who has spent many years examining the origin of fires warns us of something new to guard against. He maintains that twenty per cent of forest fires of unknown origin are due to pieces of curved glass from broken bottles thrown away by picnickers or hunters. Any one of these broken pieces may act as a magnifying glass and concentrate the sun's rays in such a way that it may start a fire even more easily than would a cigarette.

It is the duty of everyone to exercise the utmost care in the use of any materials that might cause fires.

### *Practice 10*

Read carefully the notes which were taken by a seventh-grade pupil on a lesson in social studies. From the outline write an explanation of "Some Ways a Community Protects Its Citizens."

*Example of note-taking while studying a lesson:*

Some ways a community protects its citizens

- I. Lighted streets
  - A. Less danger from burglars and rowdies
  - B. Greater safety for vehicles and pedestrians
- II. Fire protection
  - A. Fire department
    1. Salaried members in cities
    2. Volunteer members in towns and villages
  - B. Sufficient water supply
  - C. Apparatus for fighting fire
  - D. Instruction in causes of fires
    1. Hot ashes placed in wooden containers
    2. Rubbish on stairways, in attic, or in cellar
    3. Curtains near lighted gas jet
    4. Danger from lanterns
    5. Carelessness of campers and autoists

## III. Police protection

- A. Guards property
- B. Regulates traffic and crowds
- C. Lessens crime and disobedience to law

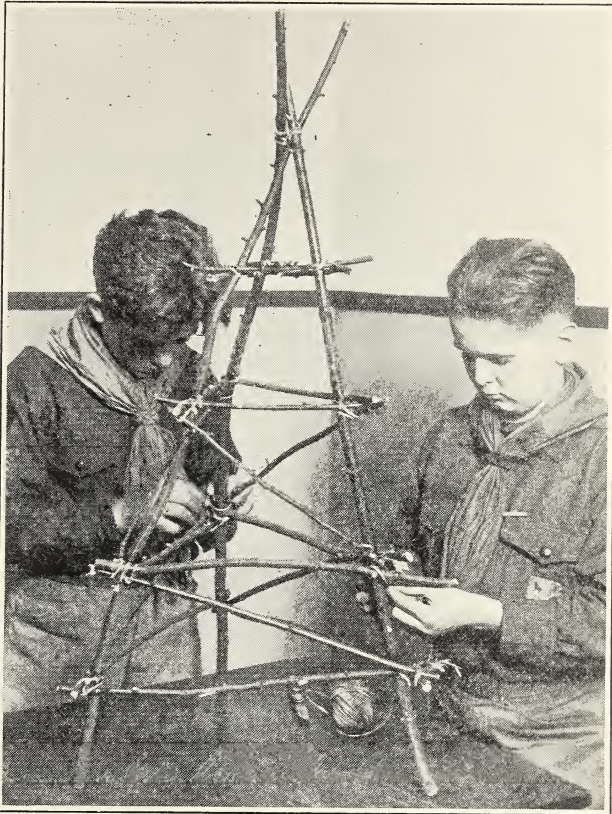
*Ewing Galloway*

GOOD ENOUGH TO EAT

**How to Do Something***Practice 11*

Prepare to explain in class how to do one of the following. Write an outline; then give your explanation

so clearly and accurately that everyone in the class will understand. Include necessary details but guard against a long, uninteresting talk.



*Ewing Galloway*

#### BUILDING A MODEL SIGNAL TOWER

1. Give a fire alarm. 2. Use a fire extinguisher. 3. Get a summer work permit. 4. Get a library card. 5. Plant sweet peas. 6. Open a new book. 7. Trim hedges, rosebushes. 8. Irrigate an orange grove. 9. Load a camera. 10. Alight from a street car. 11. Decorate a Christmas tree. 12. Set the dinner table for company. 13. Become a Boy Scout, a Girl Scout, a Camp Fire Girl. 14. Give your dog a bath.

15. Put out a grass fire. 16. Train a dog. 17. Care for a canary. 18. Toast marshmallows. 19. Fish for trout. 20. Select a camp site. 21. Keep a diary. 22. Get dinner at camp. 23. Transplant a seedling. 24. Mount a horse. 25. Saddle a horse. 26. Get ready for camp. 27. Make a camp fire in wet weather. 28. Dust a room. 29. Tap a maple tree. 30. "Sugar-off." 31. Become a good caddy. 32. Prepare a vegetable bed or a flower bed.

### How to Make or Build Something

Explanation is a shorthand language. No words should be wasted. If the directions are not accurate and clear, they cannot be followed and are of no value. The arrangement or the order in which things are done is often shown by such words as *first*, *next*, *then*, *now*, *after this*, and *finally*.

#### Practice 12

Read the two explanations. Answer the questions after the first one.

#### HOW TO MAKE BAKING-POWDER BISCUITS

2 cups flour	2 tablespoons shortening
5 teaspoons baking powder	1 cup milk
1 teaspoon salt	

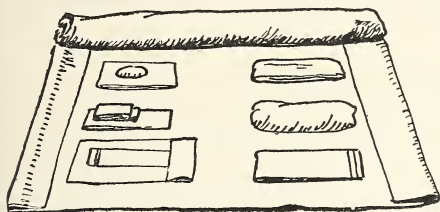
First mix together the flour, salt, and baking powder, and sift the mixture twice. Then work in shortening with a knife or your fingers. Add the milk slowly. After this is completely mixed, put it on a floured board — or a floured paper if you are at camp. Pat it down until it is about one-half inch thick. Cut with a biscuit cutter and bake about 15 minutes in a hot oven.

The trick of making good biscuits is to have them not too stiff, and to bake them quickly in a hot oven. — PUPIL

1. How does this explanation differ from the following one?
2. How many steps are there in this process?
3. What connecting words are used?

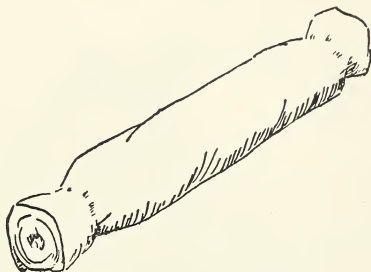
## HOW TO PACK A BLANKET ROLL

When you are packing a blanket roll, remember that you should not have any hard articles pressing against your shoulder, back, or chest, and that the articles should be so arranged that they will not fall out while you are walking.



PLACE SIX OR EIGHT SMALL  
PIECES OF DUFFLE ACROSS  
THE BLANKET.

THE ENDS ARE TIED.



To make the roll tight and comfortable to carry, distribute the equipment in six or eight small piles across the width of the blanket, half on one side of the center and half on the other. Fold over the two edges about eight inches. No equipment should be placed under these folds. Roll the pack tightly away from you. Then tie or strap each end to be sure nothing will fall out. — PUPIL

*Practice 13*

Prepare to explain clearly how you would make one of the articles in the following list or one of your own choice. Be accurate. Use a diagram if you wish.

1. A bird house. 2. A cabin in the woods. 3. A valentine box. 4. A sailboat. 5. A leather pocketbook. 6. A

silver ring or bracelet. 7. A rag doll. 8. A Japanese garden. 9. A bow and arrow. 10. Cocoa. 11. A wood or a coal fire. 12. Fudge, taffy, butterscotch, or stuffed dates. 13. A model airplane. 14. A raft. 15. A scrapbook. 16. A kite. 17. A snow man. 18. Pancakes. 19. Angel cake. 20. A wooden toy. 21. A sled. 22. Carved soap figures. 23. A rat trap. 24. A jig-saw puzzle. 25. Pop corn balls. 26. A pin-



*Courtesy Memorial Art Gallery*

#### CHILDREN CASTING THEIR WORK IN PLASTER

hole camera. 27. A dress. 28. A bookcase. 29. A lamp shade. 30. A chicken coop. 31. A dog kennel. 32. Apple or chocolate pie. 33. Ice cream. 34. A boudoir pillow. 35. A rock garden. 36. Any article you have made at home or in school.

### How to Play Games

Have you ever explained a new game to some friends and then discovered to your amazement that they



didn't understand it? If so, you realized that your explanation was a failure. Perhaps you were trying to explain too difficult a game. Such games as baseball and football require elaborate directions. Whole books have been written about them. Only simple games can be described in a short composition.

### *Practice 14*

Read the explanations of the three games. Which is the clearest? Which explanation is not clear? What necessary information is omitted? Be ready to explain one of the games.

### KICK-THE-STICK

This is how to play kick-the-stick. It is played in an open space out of doors with a stick about six inches long and one inch in diameter. There are from four to eight players and four bases, first, second, third, and home. A player is chosen to be "it," and the others line up at "home."

The stick is kicked by the first one in line at "home." The one who is "it" must chase the stick and bring it back to "home"; and if the runner is off base, "it" may touch "home" and call the person's name. The one caught then becomes "it." The one on base may not run until the stick is kicked. — PUPIL

### WEATHERCOCKS<sup>1</sup>

The players are divided into four equal groups, each one representing a direction of the compass — north, south, east, and west. One player is the Wind and stands at the center of the groups. The players of each group stand in straight lines radiating out, like the lines of a compass, from the center of the field, where the Wind stands.

<sup>1</sup> From Elliot and Forbush's *Games for Every Day*, by permission of The Macmillan Company.

x  
 x  
 x  
 x x x W x x x  
 x  
 x  
 x

The Wind points in one direction and calls out the name — “North!” for instance. As those representing North are naturally facing that way, they do not move, but those who are South must turn the other way. East and West do not move. Thus three directions keep still and the fourth faces the direction called by the Wind.

When the Wind shouts “Tempest!” all must turn rapidly around three times, returning to their former positions. At “Variable!” all must teeter back and forth until the Wind cries some other point.

Those who move when they should not, or fail to move when they should, drop out and later pay forfeits.

### MAKING A WILL

Pass to each person present a piece of paper and a pencil. Have each one write his or her name at the top, and after the name write the word *wills*. Divide the paper into four columns. List the number from one to five down the second, third, and fourth columns, leaving the first one blank. The paper should look like this:

#### JOHN CARTER WILLS

I	II	III	IV
	1	1	1
	2	2	2
	3	3	3
	4	4	4
	5	5	5

In the second column write the names of five persons present to whom you would like to will something.

Next, fold column I over column II so that no one can see what you have written. Each person then passes his paper on to his neighbor at the right.

On the paper you receive, write in column III the names of five articles you own, the funnier the better. Fold the paper again and pass it on as before.

In column IV of the paper you just received, write five ways to use different articles. Fold the paper again and pass it on.

Now comes the fun. Each one opens the will he holds and reads it aloud. For example:

John Carter wills June Harris a fountain pen for washing dishes. — PUPIL

### *Practice 15*

Select one of the following games or any other with simple rules, and explain it so that any member of the class will be able to play it. If you know a game which nobody in the class has ever played, explain it. You may draw a diagram if it will help your explanation.

1. Going to Jerusalem. 2. Authors. 3. Lotto. 4. Old Maid. 5. Leapfrog. 6. Cross questions. 7. Up, Jenkins. 8. Ping-pong. 9. Croquet. 10. Thread the needle. 11. Forfeits. 12. Treasure hunt. 13. Three deep. 14. Tug of war. 15. Fox and geese. 16. Pachisi. 17. Poison. 18. Tenpins. 19. Duck on the rock. 20. Charades. 21. Odd man's cap. 22. Hare and hounds. 23. Blindman's buff. 24. Centipede. 25. Drop the handkerchief. 26. Black and white. 27. Tag. 28. Jacob and Rachel. 29. Pom-pom pull-away. 30. Prisoner's base. 31. Spin the platter. 32. Still water; no moving. 33. London Bridge. 34. The King of France. 35. Slipper slap. 36. Game of nations. 37. Musical guessing contest. 38. Geographical game. 39. Girls' names contest.

### Complete Definitions

You will be greatly helped in explaining the meaning of a noun if you get the habit of telling to what class of things it belongs, and how it differs from others in its class. The following table is an excellent device for working out definitions. Study the examples given.

NAME	CLASS	PARTICULAR QUALITIES OR DESCRIPTION
1. Great Stone Face is	a rock formation	on a mountain side in New Hampshire, resembling a man's face.
2. A barometer is	an instrument	for predicting changes of weather.
3. A reservoir is	a place	where water is collected and kept for use.
4. A tourniquet is	a device	for stopping bleeding.
5. A fable is	a story	which teaches a lesson.
6. Sod is	soil	filled with roots of grass.

### Practice 16

Using the form of the table given above, write definitions of ten of the following:

1. Asbestos. 2. A rainbow. 3. A shark. 4. A hotbed.
5. Fog. 6. Cicada. 7. Sap. 8. A rectangle. 9. A cartoon.
10. A president. 11. A lariat. 12. A microphone. 13. A motto.
14. A monoplane. 15. A moccasin. 16. A hangar.
17. A treaty. 18. A penguin. 19. An isthmus. 20. A tepee.
21. A compass. 22. A pianoforte. 23. A theater.
24. A telegram. 25. A tenderfoot.

### *Mistakes in Definitions*

When you are defining a noun, use after it another noun, not *when* or *where*.

(Right) A church is a building for public worship.

(Wrong) A church is where people worship.

(Right) A pronoun is a word used in place of a noun.

(Wrong) A pronoun is when a word is used in place of a noun.

### *Practice 17*

Correct these faulty definitions:

1. A library is where books are kept.
2. A hymn is when people sing in praise of God.
3. Summer is when the rays of the sun are most direct.
4. A triangle is when a figure has three sides.
5. A patriot is when one loves his country.
6. A bank is where you save your money.
7. A hero is when you risk your life to save someone.

### **Intelligent Answers to Questions**

Many times when a pupil is asked a question, his answer is so incomplete that additional questions are needed to get the required information. It should not be necessary for one's hearer to have to stop him every few seconds to ask "What?" "Why?" "What for?" or "How?" Answers should ordinarily be complete sentences and should give all the required information.

#### *Example:*

What are some of the changes Rip Van Winkle found when he returned home?

Rip found the village so changed in appearance that he scarcely recognized it. His own home was in ruins. He was told that his wife was dead and his daughter married. Instead of the old inn where he had been accustomed to loaf, stood a rickety wooden building called a hotel. The Union Jack too was gone, and on a pole in front of the hotel waved a peculiar flag of stars and stripes.

*Practice 18*

Choose five of the following questions referring to a book you have read or to a topic you have studied in history. Prepare careful, complete answers.

1. How did Rip Van Winkle spend his time after he returned home?
2. How did Little John and Robin Hood become friends?
3. Who was Rikki-Tikki-Tavi?
4. How did Ulysses happen to enter Circe's palace?
5. Why did Priscilla say to John Alden, "Why don't you speak for yourself, John?"
6. How do you account for Ichabod Crane's disappearance from Sleepy Hollow?
7. Why was Proserpina forced to spend half of each year in Pluto's kingdom?
8. Why was Ernest constantly looking for the man who would resemble the Great Stone Face?
9. Why was it so difficult for Tom Canty to take the place of the prince?
10. Why did Paul Revere wait to see the lantern in the Old North Church?
11. What were some of the contributions of the ancient Greeks to civilization?
12. How did the Romans spread civilization?
13. Where were the Dutch explorations in the New World? What were the results of these explorations?
14. What is the meaning of the name San Francisco? Why is San Francisco an important city?
15. Where is New Orleans located? By whom was it first settled and how did these settlers affect the history of the city?
16. Why were the original thirteen colonies located along the Atlantic coast?
17. Who were some of the early American scouts? How did they help to make American history?
18. How did the Boy Scout movement originate?

### Explanation and Illustration of Proverbs

A proverb is a brief saying which has a hidden meaning. Many proverbs you know well, but can you explain them to someone who does not understand them?

*Example:*

He who has begun has his work half done.

This proverb means that the hardest part of doing work is getting at it. Instead of putting off a task and worrying about it, much time and energy may be saved by starting it at once. Attack the work that is to be done and you are through before you know it.

### *Practice 19*

Choose one of the following proverbs and explain its meaning. A check-up will determine which have not been chosen. The teacher may assign these to volunteers.

1. A stitch in time saves nine.
2. All that glitters is not gold.
3. The worst wheel always creaks most.
4. A penny saved is a penny earned.
5. Pride goeth before a fall.
6. Don't cry over spilt milk.
7. A bird in the hand is worth two in the bush.
8. His bark is worse than his bite.
9. It never rains but it pours.
10. A short time is long for the unprepared.
11. A small leak sinks a great ship.
12. A chain is as strong as its weakest link.
13. Speech is silver; silence is golden.
14. Whatever is worth doing at all is worth doing well.
15. A carpenter is known by his chips.

16. Too many cooks spoil the broth.
17. He laughs best who laughs last.
18. Birds of a feather flock together.
19. Haste makes waste.
20. A word to the wise is sufficient.

### *Practice 20*

Explain one of the following subjects. Be clear, accurate, and entertaining.

1. Why I like to go to school.
2. Why I am glad that I live in the United States.
3. Why I am glad I live in Colorado, Kentucky (or any other state).
4. How I earn money after school or in the summer.
5. How I learn a poem.
6. Why I would like to go to college.
7. Why I enjoy the school or city library.
8. How to measure distance by pacing.
9. Why I want to take the Latin, commercial, or practical arts course in high school.
10. How I have kept a perfect attendance record at school.
11. Why I do not like to miss school.
12. Why I think a dog is the best pet.
13. Why I enjoy playing in the band or orchestra.
14. What shop work I like and why.
15. Safety rules we should follow.
16. How one feels while going up in an airplane.

### *Practice 21*

Choose one of the following questions, and give a clear, definite answer. You may need to refer to the library for accurate information. Make your answers complete and interesting.

1. How did the Polish woman, Mme. Marie Curie, become famous?
2. Why is Evangeline Booth in *Who's Who*?
3. What have been some results of Admiral Byrd's explorations in Little America?



4. What are the requirements of an air-mail pilot?
5. How did Samuel L. Clemens become famous?
6. Which of Thomas Edison's inventions do you think the most valuable in your home?
7. Why is Daniel Boone a well-known figure in American history?
8. Why did France present the Statue of Liberty to the United States?
9. How may one travel to distant lands without leaving home?
10. Why are you glad that you are an American citizen?



ELEMENTARY  
ENGLISH IN ACTION

*SECTION II*

*THE SENTENCE AND THE WORD*



## UNIT 6

# SUBJECT AND VERB

### Sentence

Which of these groups of words express complete thoughts?

1. The Tigers *hit* the ball hard.
2. Archery *grows* in popularity each year.
3. New York *is* the greatest manufacturing city in America.
4. Eight hits and four runs.
5. The popularity of archery.
6. The greatest manufacturing city in America.

Numbers 1, 2, and 3 are sentences, because they express complete thoughts. In each the italicized word makes a statement (tells something) about a person, a place, or a thing. In 4, 5, and 6 we do not know what the thoughts of the writer are. These groups of words do not express complete thoughts, do not make statements, do not say anything, and are therefore not sentences.

A sentence is a group of words expressing a complete thought.

Every sentence has a subject and a predicate.

### Verb or Simple Predicate

Which word in each sentence makes a statement about a person, a place, or a thing?

1. Then his face brightened.

*Brightened* makes a statement about his face.

2. The flames leaped higher and higher.

*Leaped* makes a statement about the flames.

3. The two boys fairly flew into their clothes.

*Flew* makes a statement about the boys.

Which word in each sentence asks a question?

4. Is that your hat?

*Is* asks about the hat.

5. Are the boys ready for breakfast?

*Are* asks about the boys.

Which word in each sentence gives a command?

6. Come here at once.

*Come* tells you to do something.

7. Capitalize the first word of a sentence.

*Capitalize* tells you to do something.

These words which make statements about persons, places, or things, ask questions, or give commands are the simple predicates, or verbs, of the sentences.

**The simple predicate, or verb, makes a statement, asks a question, or gives a command.**

### *Practice 1*

What is the verb in each sentence?

1. The wind howled.

2. Coal burns.

3. Towser barks every night.

4. Arthur speaks clearly.

5. Ned studies hard.

6. Many birds fly south in the fall.

7. The airplane landed in a field of corn.
8. Few people were on the streets.
9. Is that towhead your brother?
10. Have you a knife?
11. What is your answer?
12. Watch for automobiles.
13. Speak distinctly.
14. Well, figure that out for yourself.
15. Many good deeds he did in his time.

### Two-Word Verbs

What are the verbs in these sentences?

1. St. Paul and Minneapolis are called the Twin Cities.

*Are called* is a two-word verb.

2. One should eat fruit and greens every day.

*Should eat* is a two-word verb.

3. We shall spend the night in Bennington.

*Shall spend* is a two-word verb.

4. Jamestown, Virginia, was founded in 1607.

*Was founded* is a two-word verb.

The first word of a two-word verb is: *is* (*be, am, are, was, were*), *have, had, do, did, may, can, might, could, must, shall, will, should, or would*.

### Practice 2

Find the two-word verb in each sentence:

1. Poinsettias are grown in Florida.
2. The telegraph was invented by Samuel Morse.
3. Paul Revere was born in Boston in 1735.
4. You should sleep with the windows of your bedroom open.

5. One should breathe through his nose.

6. Many cattle are pastured on the plains of Oklahoma and Texas.

7. The District of Columbia is located between Maryland and Virginia.



*Courtesy Atchison, Topeka, and Santa Fe Railway*

PUPILS OF PEOPLE'S VALLEY SCHOOL NEAR KIRKLAND, ARIZONA

8. From the first, Captain John Smith had been the natural leader of the Virginia colony.

9. A boy should have energy and courage.

10. Washington had brought hope to every patriot heart.

11. During Jefferson's administration Louisiana was purchased.

12. Every scout must report in front of the mess hall promptly at eight-fifteen.



13. The bus was waiting on the narrow mountain road.
14. Of course the boys will help with the work.
15. We'll have supper ready about six.

### *Practice 3*

By adding two or more words complete each sentence.  
Use a two-word verb and draw a line under it.

- |               |                  |                  |
|---------------|------------------|------------------|
| 1. The birds  | 5. Lindbergh     | 9. The kite      |
| 2. Henry Ford | 6. An airplane   | 10. The old bear |
| 3. The grass  | 7. My father     | 11. Our team     |
| 4. Our school | 8. The old horse | 12. Chicago      |

### **Separated Verbs**

Sometimes one or more words separate the two parts of a verb.

What is the verb in each sentence?

1. The defeat did not discourage Andy.

*Did discourage* is the verb.

2. I will surely be ready at eight o'clock.

*Will be* is the verb.

3. Mystery stories do not always appeal to our feelings.

*Do appeal* is the verb.

### *Practice 4*

Find the two-word verb in each sentence:

1. You have already said too much.
2. You can easily arrive before dark.
3. Dorothy has just started to school.
4. Mother was busily packing the lunch.
5. The house was almost hidden by the trees.
6. I have never seen the capital of the United States.

7. The Great Lakes are now used for the transportation of freight.

8. Fishing off Newfoundland is often interrupted by storms.

9. Garry Haven didn't look stupid.

10. Cuba was cruelly treated by Spain.

11. The buckwheat cakes did not last long.

12. I could easily climb Whiteface in five hours.

13. Without dogs the tribes of the North would doubtless perish.

14. Jim didn't answer.

15. Flyers have often gone to the aid of snow-bound miners.

### Verbs in Questions

What is the verb in each sentence?

1. The calf has stuck its nose through the fence.

2. Has the calf stuck its nose through the fence?

In both sentences *has stuck* is the verb. In the question the two words of the verb are separated.

3. Tom is climbing Quaker Mountain today.

4. Is Tom climbing Quaker Mountain today?

In both sentences *is climbing* is the verb.

5. Uncle Joe has always spent his summers in Keene Valley.

6. Has Uncle Joe always spent his summers in Keene Valley?

In both sentences *has spent* is the verb.

In every question the two words of the verb are separated.

### Practice 5

Change each statement to a question. Do not add or omit any word in the sentence. Just rearrange the

words and put a question mark at the end. Then draw a line under the two-word verb in each question.

1. The hall was filled.
2. Edna has waited for an hour.
3. It was getting dark.
4. The Mississippi is called the Father of Waters.
5. Fred is enjoying his summer at camp.
6. The green turtle is used for soup.
7. Archie is going to the Cornell-Princeton game.
8. The people in Syria are noted for their hospitality.
9. California has charmed many Eastern visitors.
10. A child should drink a glass of milk at every meal.
11. Ted's voice was raised vigorously in every song.
12. The bus will be ready at eight-thirty sharp.
13. Ed Sloane has planned a four days' bicycle trip.
14. Herbert and Ben are going on a canoe trip.
15. The "Singing Tower" is considered one of the beautiful sights of Florida.

### Verbs of Three Words

Some verbs are made up of three words.

1. Governor Wilson *has been living* at the Biltmore Hotel for about a year.
2. I *couldn't have wished* for a happier vacation.
3. All summer the carpenters *have been working* hard on the new schoolhouse.

Notice that *at*, *n't*, *for*, *hard*, and *on* are not parts of the verbs.

How can we know a verb when we meet it? A good way is to ask it this question: "Have you an *ing* form?" If the answer is "Yes," it is, as a rule, a verb; if "No," it is not a verb.

The *ing* forms of the verbs *has* and *been* in sentence 1 above are *having* and *being*. *Living* is the *ing* form of the verb *live*. "Atting," "n'tting," "forring," "hard-

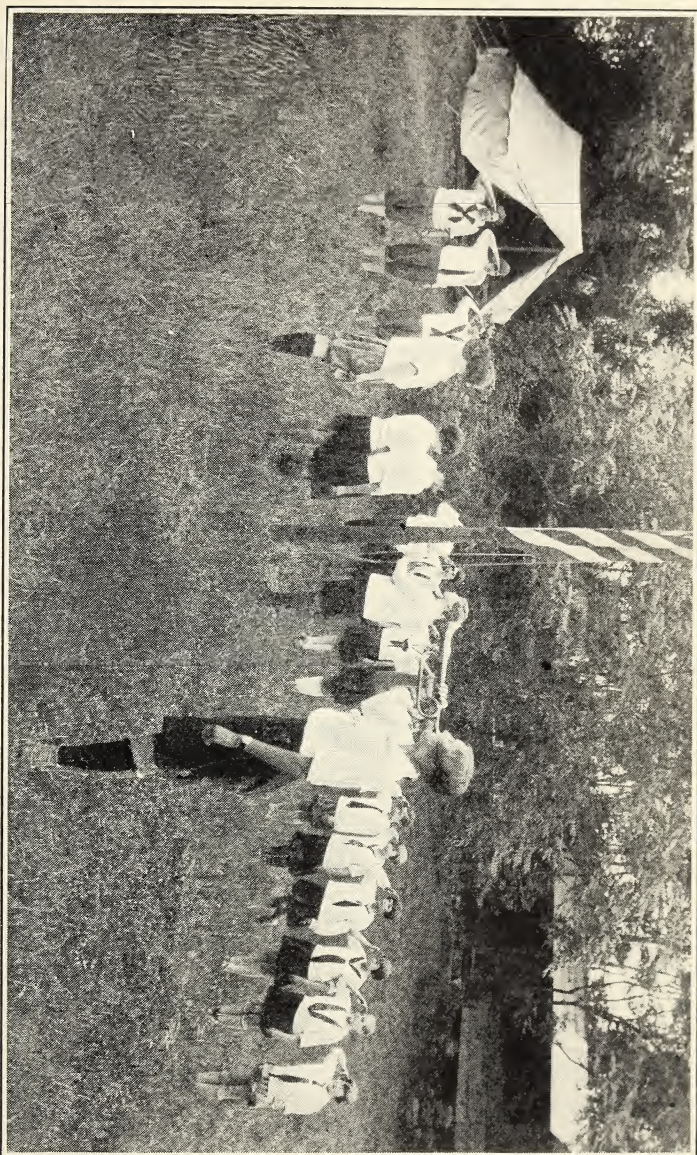
ing," and "onning" are nonsense; hence *at*, *n't*, *for*, *hard*, and *on* are not verbs.

*Exceptions.* Sometimes the first word of a two- or three-word verb does not have an *ing* form: *may*, *can*, *might*, *could*, *must*, *shall*, *will*, *should*, *would*.

### Practice 6

On a piece of paper write the numbers 1 to 25. After each number write the verb in the sentence. The verb may be one word, two words, or three words.

1. Someone came in hurriedly.
2. Mosquitoes always breed in water.
3. Did Otis win the race?
4. Where does cotton grow?
5. I scrambled to my feet.
6. We may not return till next week.
7. I couldn't believe my eyes.
8. At six o'clock next morning we were on our way.
9. I could have answered that question.
10. How long have you been living in Portland?
11. How did you tear your coat, Lewis?
12. Pikes Peak is in the central part of Colorado.
13. Why didn't you start sooner?
14. Some day fog will be conquered for the aviator.
15. Static has been called radio's worst enemy.
16. At least two kinds of vegetables should be eaten every day.
17. Drink a glass of water before breakfast.
18. Ted Baxter could always be counted on in a game.
19. There was firmness about his big, good-humored mouth.
20. Some of you boys might have stirred yourselves a little more.
21. The gold medal will not be awarded this year.
22. The British were amazed at Washington's daring feat.
23. The medals will be presented on Friday.



GIRL SCOUTS RAISING OLD GLORY

*Publishers' Photo Service*

24. Ben Wheeler had been looking forward for some time to the bicycle trip.

25. The victory has been won at a heavy cost.

### Simple Subject

In each sentence what word names the person, place, or thing spoken of?

1. Campers often find shelter in a hollow tree.

*Find* is the verb. *Campers* answers the question "Who or what *find*?" and is the subject of the sentence.

2. With this machine two hundred men can do the work of two thousand.

*Can do* is the verb. *Men* answers the question "Who or what *can do*?" and is the subject of the sentence.

3. Here's a new puzzle.

The verb is *'s*. *Puzzle* answers the question "Who or what *'s* (is)?" and is the subject of the sentence.

4. Until two years ago all packing in a New York food factory was done by hand.

*Was done* is the verb. *Packing*, the subject, answers the question "Who or what *was done*?"

One can easily find the subject in a question by writing the question as if it were a statement and then asking "Who or what?"

(Question) Are you ready? (Statement) You are ready.

*Are* is the verb. *You*, the subject, answers the question "Who or what *are*?"

(Question) What is the Gulf Stream? (Statement) The Gulf Stream is what.

*Is* is the verb. *Gulf Stream*, the subject, answers the question "Who or what *is*?"

In commands and requests the subject is commonly omitted.

"Close the door" means "(You) close the door."

"Look again over the valley" means "(You) look again over the valley."

*You* understood is the subject of both sentences.

**The simple subject names the person, place, or thing spoken of.**

### *Practice 7*

Copy these sentences. In each sentence draw one line under the subject and two lines under the verb.

1. We certainly felt cheap.
2. Then a strange thing happened.
3. England is famous for its delicious mutton.
4. In England the country is like a garden.
5. For what goods is Paris famous?
6. Icebergs are seldom seen south of the Banks of Newfoundland.
7. How fresh the air is!
8. Behind the village lay the long dark mountain.
9. At the sound of the shot the white pig squealed.
10. Where are the elephants?
11. Some of the turns the wagon made on two wheels.
12. At that moment Bill spied the old partridge.
13. For just a minute nobody moved.
14. The chief pastures of Switzerland are high up in the mountains.
15. We fished along without much luck till about eleven o'clock.
16. For an instant Ben did not get the idea.
17. Art is important in the design of cars.
18. Here was a difficulty at the very start.

19. A ruddy glow danced on the inner wall of the room.
20. Why aren't you in school today?
21. See that man with the white smock over his clothes!
22. In Edinburgh on Sunday the streets are almost deserted.
23. What is a glacier?
24. Over on the bench sat an extremely unhappy fellow.
25. The first pitch whizzed by the outside corner of the plate.

### Introductory Word *There*

What is the subject of each sentence?

1. There were four airplanes above us.

*Airplanes*, the subject, answers the question "Who or what *were?*"

2. There was a bulldog in the yard.

*Bulldog*, the subject, answers the question "Who or what *was?*"

Sentences beginning with *there* are turned around. The verb comes before the subject. *There* is never the subject. No sentence tells about *there*.

A good way to find the subject and the verb is to omit *there* and rearrange the other words.

1. Four airplanes were above us.
2. A bulldog was in the yard.

### *Practice 8*

Copy these sentences. Draw one line under each simple subject and two lines under each verb.

1. There was no sound.
2. There was no water in the bucket.
3. There are bookcases on both sides of the hall.
4. There was much excitement around the house.
5. There floated the full moon in all her glory.



6. There was a report like a cannon shot.
7. There were three men in the rear seat.
8. There was a moan close beside them.
9. There are many miles of swamp land in our country.
10. At present there are but two herds of wild bison in existence.



*Ewing Galloway*

A MONKEY WITH TWO ADOPTED KITTENS

*Practice 9*

Write six good sentences about the pictures on pages 116, 121, and 125. Have only one verb in each sentence.

In each sentence draw one line under the subject and two lines under the verb.

### *Mastery Test 1A — Subject and Verb*

Copy these sentences. In each sentence draw a line under the subject word and two lines under the verb. The verb may be one word, two words, or three words.

1. In Berlin a dog must not bark on the streets after ten o'clock in the evening.
2. Andover won the game by a score of 6 to 3.
3. The Edgeville pitcher had been wild.
4. Against the strongest of teams Perry had won sixteen games.
5. How far is San Francisco from New York?
6. There were not many amusements in those days.
7. What four great rivers rise in the Swiss mountains?
8. Then came a stroke of good luck.
9. The potato might be called the bread food of Ireland.
10. Still Baxter looked off into space.

### *Mastery Test 1B — Subject and Verb*

Copy these sentences. In each sentence draw a line under the subject word and two lines under the verb. The verb may be one word, two words, or three words.

1. I have just had the biggest thrill of my life.
2. In northern Norway the sun shines at midnight.
3. The smile was gone from Wally's face now.
4. This time the ball was headed straight over the plate.
5. Why is Switzerland called the playground of Europe?
6. That night there were parsnips for dinner.
7. Have you read about William Tell?
8. Then there burst forth a loud applause.
9. Barbara has been elected president of the Better English Club.
10. On Saturday Jack Coburn was out of the line-up.

## UNIT 7

### THE PARTS OF SPEECH

If you were building a bird house or a dog kennel, you would use a number of kinds of tools — hammer, saw, plane, square. When you write or speak, you likewise use a number of kinds of word tools. Although there are three hundred thousand words in our language, all belong in eight groups or classes called the “parts of speech.”

A hammer is used for pounding; a saw, for sawing. So each kind of word has a particular work to do in the sentence. A verb, you have learned, makes a sentence by saying something, asking something, or giving a command.

Remember that words are grouped according to their use — that is, according to the work they do in sentences.

#### Nouns

**A noun is a name.** Nouns name —

Persons — *pupil, teacher, Laura, Franklin D. Roosevelt*

Animals — *rabbit, chipmunk, bear*

Places — *Lexington, Milwaukee*

Things we can see and touch — *table, dish, map*

Things we can't see or touch — *kindness, justice, depth, laughter, sickness, happiness, doubt*

Groups of persons or things — *army, flock, herd, class, school, fleet, committee*

### *Practice 1*

1. Add two names to each group given above.
2. Name ten objects in your home.
3. Name ten kinds of games.
4. Name ten objects in your schoolroom.
5. Name ten things you saw on your way to school.

### *Game — Nouns*

1. In class your teacher will give you three minutes in which to write nouns beginning with *a* or *b* or *c*. The pupil who writes the longest list will be declared the winner if every word is a noun. If any word on the list is not a name, that list will not be totaled at all.

You may prepare for this game by glancing through the *a*, the *b*, and the *c* of your dictionary and noticing the words with *n.* (noun) after them.

2. Try this game again with *m* or *s* or *t*.

Where did you rank in your class in each game?

### *Practice 2*

In each sentence make a list of the nouns. The number in parenthesis shows how many nouns there are in the sentence.

1. From trees we obtain fruit, lumber, paper, and chemicals. (5)

2. Grains include wheat, barley, oats, and rye. (5)

3. My father owns a farm with horses and cattle and also a house in town. (6)

4. During the winter most of our outdoor sports are played on the ice. (3)

5. You will need a short, circular skirt of thick, smooth wool, a heavy sweater, woolen mittens, scarf, and hat. (6)

6. For several hours the group rode in a mass. (3)

7. The men wear blue smocks, brown trousers, and little misshapen caps; the women are bareheaded and wear little coats and large full skirts. (7)

8. The place for happiness, peace, rest, health, and genuine leisure is the country. (7)

9. Surprise, sorrow, and anger were mixed in Arthur's face. (5)

10. Because of his intelligence and kindness Harold was elected president of his class. (5)

### Nouns and Verbs

When an apple is used for apple pie, apple sauce, apple pudding, or apple tart, it changes its name to pie, sauce, pudding, tart. In the same way words change their names if used in different ways. Many words are used as both verbs and nouns.

What is the part of speech of the italicized word in each sentence?

1. Never throw a *stone* at a bird.

*Stone* names an object and is a noun.

2. Never *stone* a bird.

*Stone* gives a command and is a verb.

3. May I have a *drink*?

*Drink* is a noun.

4. I *drink* milk for lunch every day.

*Drink* makes a statement and is a verb.

### Practice 3

Tell the part of speech of each italicized word:

1. I *wish* to see your father.

2. What is your *wish*?

3. There isn't a *drop* in the bucket.

4. Don't *drop* the hammer.
5. Mr. Stilwell will *paper* my bedroom.
6. What did you see in the *paper*?
7. *Right* is stronger than might.
8. Will you *right* that wrong?
9. Will you *play* with me?
10. Let us go to see a *play*.
11. Did you *drink* the milk?
12. May I get a *drink*?
13. Why don't you kill that *fly*?
14. We shall *fly* to Chicago.



Courtesy German Tourist Information Office

#### GETTING READY FOR A SKI RACE

#### Practice 4

In sentences of your own use each of the following words (1) as a noun and (2) as a verb:

run  
smoke

paint  
row

bark  
cook

dance  
stick

dress  
suit

## Pronouns

Can you improve this retelling of a story?

### 1. *Without Pronouns*

Quentin Roosevelt called *Quentin's* gang to the rail of the White House roof and laid *Quentin's* plan before the *gang*. The *plan* was accepted, and the *gang* went to work. The *gang* first rolled a great snowball. The *gang* then placed the *snowball* on the ledge at the edge of the roof. After taking careful aim Quentin gave the snowball a push. Down the *snowball* sped, and smack, right on a guard's head the *snowball* landed. The guard did not utter a sound when the *guard* fell. The boys thought the *boys* had killed the *guard*.

Notice the constant repetition of words. Of course you don't write or speak like this. The italicized nouns are blots on the story, however interesting it may be. Let us get rid of them. This is the way a boy told the story to his class.

### 2. *With Pronouns*

Quentin Roosevelt called *his* gang to the rail of the White House roof and laid *his* plan before *them*. *It* was accepted, and *they* went to work. *They* first rolled a great snowball. *They* then placed *it* on the ledge of the roof. After taking careful aim Quentin gave the snowball a push. Down *it* sped, and smack, right on a guard's head *it* landed. The guard did not utter a sound when *he* fell. The boys thought *they* had killed *him*.

**A pronoun is a word used in place of a noun.** The italicized pronouns in number 2 are used in place of the italicized nouns in number 1. *Pronoun* means *for a noun*.

Pronouns save our time and make our sentences more pleasing.

**Practice 5**

Make each of these sentences more pleasing by using a pronoun in place of one of the nouns:

1. Quentin Roosevelt, like most boys of Quentin's age, was often in trouble.
2. Quentin's father often got Quentin out of trouble.
3. When the President saw the fallen guard, the President ordered the boys to come down.
4. Quentin was punished for Quentin's mischief.
5. At the age of nineteen Quentin Roosevelt was killed while Quentin was fighting in France.
6. Quentin died for Quentin's country.
7. Miss Adams told the pupils about Miss Adams's trip to England.
8. Barbara had not told anybody that Barbara had sent a telegram.
9. One day Joan and Joan's friends were sitting in the garden.
10. Joan calmly approached Mr. Doumer and began speaking to Mr. Doumer.

What are the pronouns in each sentence?

1. I said to Bill, "Did you see that?"

The pronouns are *I*, *you*, and *that*. *I* is used in place of the name of the speaker; *you*, instead of *Bill*; and *that*, in place of the name of what he saw.

2. Is this your book or mine?

*This*, *your*, and *mine* are pronouns. *This* is used in place of *book*; *your*, instead of the name of the person spoken to; *mine*, in place of the name of the speaker.

**Practice 6**

Make a list of the pronouns in the following sentences. If you don't know whether a word is used in



place of a noun, turn to the lists on pages 224 and 232. The number after each sentence shows how many pronouns there are in the sentence.

1. Did you expect him? (2)
2. "I wouldn't have believed it," he said slowly. (3)
3. I did not say that, my son. (3)
4. You'll ride with us in our car. (3)
5. I don't know them by name. (2)
6. He was there to meet me. (2)
7. That's the story he told us. (3)
8. Behind him we were standing quietly. (2)
9. After this our markets were overstocked with blue pigeons; they sold for fifty or sixty cents a pair. (3)
10. He and Ted could get in there, drag a bookcase over to shield them, and from behind it ward off an attack with their bats. (4)
11. May we have our next meeting in your home? (3)
12. My brother bought three tickets for our concert. (2)

### Modifiers

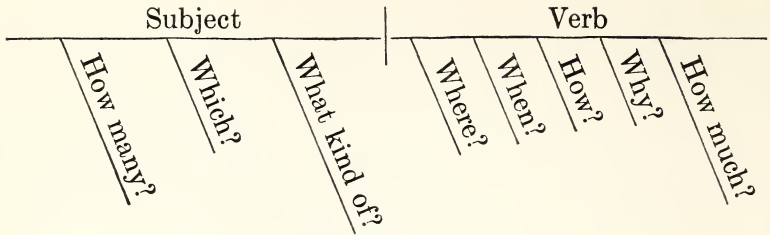
Compare numbers 1 and 2, also 3 and 4:

1. Tree
2. That big shaggy elm tree
3. House
4. The tiny white house beside the post office

*Tree* means any tree in the world; *house*, any house. The modifiers *that*, *big*, *shaggy*, *elm* change the meaning from any tree to a particular one. Likewise the modifiers *the*, *tiny*, *white*, *beside the post office* add to the meaning of *house*.

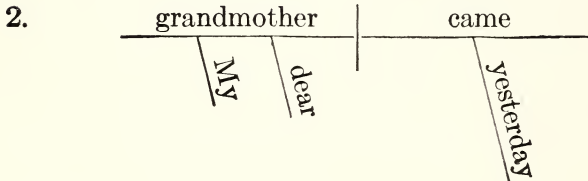
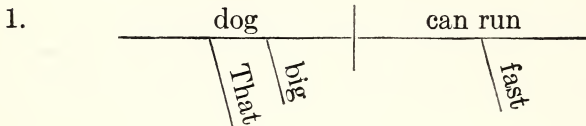
**A modifier changes the meaning of the word to which it is attached.**

A modifier of a noun commonly answers one of the questions under *subject*; a modifier of a verb, one of the questions under *verb*.



What are the modifiers in sentences 1 and 2?

1. That big dog can run fast.
2. My dear grandmother came yesterday.



### Adjectives

An adjective is a word that modifies a noun or a pronoun.

#### ADJECTIVES

The  
Two  
Those  
Several  
Tiny  
Tall  
Bright  
Lively

boys picked

#### ADJECTIVES

the  
six  
many  
red  
yellow  
green  
large  
small

apples

The nouns *boys* and *apples* include all the boys and apples in the world. The adjectives tell which boys and apples are meant. *The* and *those* answer the question "Which?" *Tiny*, *tall*, *bright*, *lively*, *red*, *yellow*, *green*, *large*, and *small* answer the question "What kind of?" *Two*, *several*, *six*, and *many* answer the question "How many?"

An adjective usually answers one of these questions: "What kind of?" "Which?" "How many?"

### Practice 7

Find the adjectives and tell what each modifies. The figure in parenthesis tells how many adjectives there are in the sentence.

1. His greatest friend is an Irish wolf-hound. (3) [*The*, *a*, and *an* are adjectives.]
2. The cement industry has had a rapid growth. (4)
3. This plant grows in shady places in damp woods. (3)
4. For thirty long minutes we waited for our tardy friends. (3)
5. The wide, marshy brook was edged with yellow cow-slips. (4)
6. A flat country near the sea may have many swamps. (4)
7. Houston has brought the Gulf of Mexico to her door by a fifty-mile channel for ships. (3)
8. The palace was a dreary old black castle on a grimy street of a dull town. (9)
9. Late that afternoon, wet, cold, and hungry, we stopped at a tiny hut in the dense woods. (8)
10. The first person in this unusual parade, a tall, skinny man, wore rusty armor. (8)

### Practice 8

In a newspaper or a magazine find twenty adjectives. Copy the sentences. Underscore all adjectives.

**Game — Adjectives**

Two teams, the Cubs and the Tigers, stand. The first pupil of the Cubs selects one of the following nouns and gives an adjective to modify it — for example, *girl*, *lively*. The first pupil on the Tigers gives another adjective to modify *girl*; the second on the Cubs, still another; and so on. If a pupil repeats an adjective already given or can't give an adjective to modify *girl*, he sits down, and the next pupil on the other side has a chance. After two have failed on *girl* and sat down, the next pupil on the opposite side selects another noun and gives an adjective.

The team having the larger number standing at the end is the winner.

boy	hat	eyes	face	house
girl	suit	nose	hands	book
dog	shoes	mouth	voice	letter
horse	river	hair	tree	room

**Practice 9**

In two or more sentences describe the picture on page 130. Draw a line under every adjective.

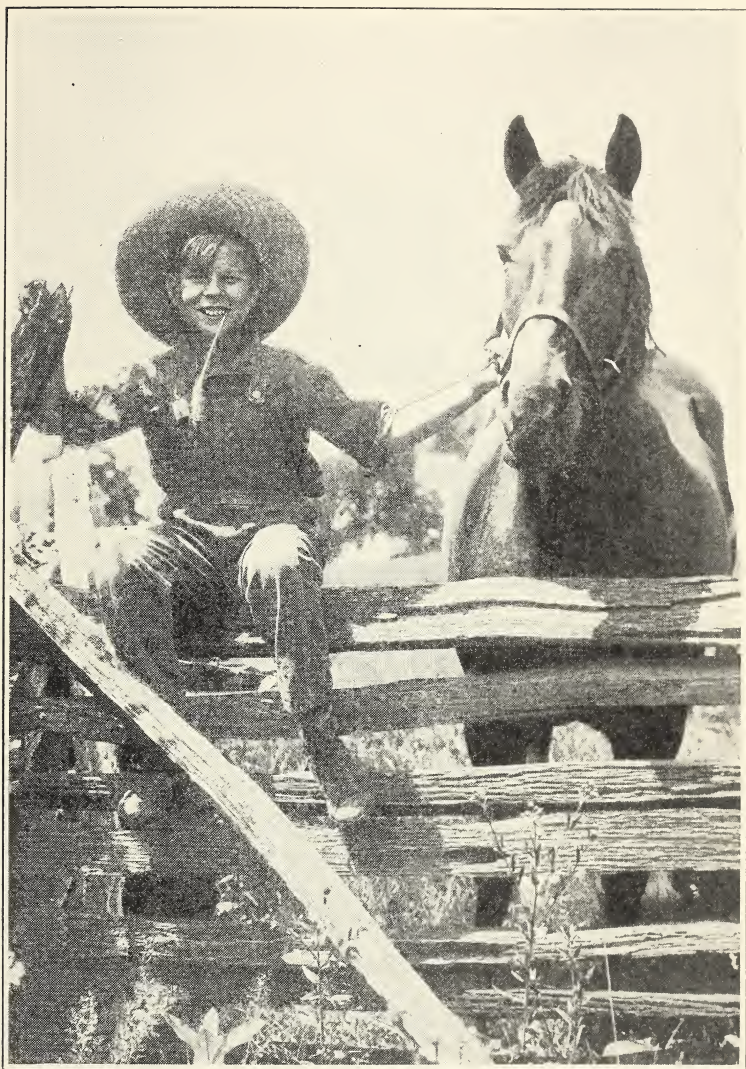
In two or more sentences describe the picture on page 137. Draw a line under every adjective.

**Pronouns and Adjectives**

To find what part of speech a word is, notice what the word does in the sentence. Some words are used as both adjectives and pronouns.

1. May I see *that* book?

*That* is an adjective, because it modifies *book*.



HAPPY DAYS

*Ewing Galloway*

2. May I see *that*?

*That* is used in place of a noun and is a pronoun.

3. *Many* were late. [Pronoun.]

4. *Many* boys were late. [Adjective.]

### Practice 10

Tell the part of speech of each italicized word:

1. I prefer *this* prize.
2. I prefer *this*.
3. *All* of us like the mountains.
4. We stayed in the mountains *all* summer.
5. *Both* are workers.
6. *Both* boys are workers.
7. *Neither* answer is correct.
8. *Neither* is correct.
9. *One* of my friends told me that story.
10. I have only *one* pencil.
11. *Some* girls aren't ready.
12. *Some* aren't ready.

### Adverbs

How are the italicized adverbs used?

1. *Yesterday* I saw a woodpecker.

*Yesterday* adds to the verb *saw* by telling **when**.

2. Through the garden he walked *slowly*.

*Slowly* tells how he walked.

3. *Where* are you going?

*Where* modifies the verb *are going*.

4. The minutes passed *very rapidly*.

*Rapidly* modifies the verb *passed*. *Very* modifies the adverb *rapidly*.

5. That stick is *perfectly* straight.

*Perfectly* modifies the adjective *straight*.

**An adverb is a word that modifies a verb, an adjective, or an adverb.**

Many adverbs end in *ly*: *rapidly*, *perfectly*, *fiercely*.

Usually an adverb answers one of these questions: "How much?" "When?" "Where?" "How?"

*When?* 1. I can go swimming *tomorrow*.  
2. Can't you go *now*?

*Where?* 1. I looked *everywhere* for my book.  
2. *Here* it is.

*How?* 1. Ruth speaks *clearly*.  
2. Doris dances *gracefully*.

*How much?* 1. Father is *very* tired this evening.  
2. That hat is *too* large for me.

### Practice 11

Find the adverbs and tell what word each modifies:

1. His father still slept. (1)
2. She glanced at her watch anxiously. (1)
3. When will you be ready? (1)
4. He jumped out hastily and paid the fare. (2)
5. The month dragged by very slowly. (3)
6. They were watching her closely. (1)
7. Soon the sea was breaking over us. (1)
8. I am not too tired for a game of handball. (2)
9. Topsy turned around and came back to us. (2)
10. No team ever fought more fiercely or more stubbornly. (5)

### Practice 12

Fill each blank with an adverb:

1. Mr. Brandt walked —— down Main Street.
2. That statement is not —— true.

3. I looked more — at the caterpillar.
4. Archie worked — all forenoon.
5. A submarine must be manned by — trained experts.
6. Wilkins described quite — how such a ship would work.
7. Laura talks —.
8. Jane writes —.
9. Pinky Brown handled his small boat —.
10. Harold studies English —.

### *Practice 13*

Copy the following sentences. Draw a line under an adjective and two lines under an adverb. With a line and an arrow show what word each adjective and each adverb modifies.

#### MODEL

If an adverb modifies a two-word verb, draw the line and arrow to the last word of the verb.

1. Luke played his new position well. (1 adj.; 1 adv.)
2. The two boys raced madly down the street. (3 adj.; 1 adv.)
3. Buy some good apples today. (2 adj.; 1 adv.)
4. Jimmy had never thought of such a thing. (2 adj.; 1 adv.)
5. You probably know the story of the three black bears. (4 adj.; 1 adv.)
6. That word is not spelled correctly. (1 adj.; 2 adv.)
7. Then Gerald played a piano solo. (2 adj.; 1 adv.)
8. There she was in a big chair in the corner. (3 adj.; 1 adv.)



9. Teddy picked his way very carefully between the scrubby little trees. (3 adj.; 2 adv.)

10. Yesterday the soft air was filled with robin notes and bluebird calls. (4 adj.; 1 adv.)

11. We waited patiently for the signal. (1 adj.; 1 adv.)

### Prepositions

Some little words like *in*, *under*, *beside*, *behind*, *into*, *from*, and *around* are so important that a change of one of them changes the meaning of the whole sentence.

1. Harry is *in* the car.
2. Harry is *under* the car.
3. Harry is *behind* the car.
4. Harry is *beside* the car.

*Car* is a noun. *In*, *under*, *behind*, and *beside* join the noun *car* with the verb *is*. These little joining words have a big name — preposition.

A preposition is a word that shows the relation of the noun or pronoun following it to some other word.

The noun or pronoun after the preposition is the object of the preposition.

*In the car*, *under the car*, *behind the car*, and *beside the car* are prepositional phrases. A prepositional phrase is made up of a preposition, its object, and sometimes modifiers.

1. The horse ran *into* the barn.
2. The horse ran *from* the barn.
3. The horse ran *around* the barn.
4. The horse ran *behind* the barn.

*Into*, *from*, *around*, and *behind* are prepositions joining *barn* and *ran*. *Barn* is the object. *Into the barn*, *from the barn*, *around the barn*, and *behind the barn* are prepositional phrases.

What words in these sentences are prepositions? What is the object of each preposition? What are the prepositional phrases?

1. We are near land.

*Near* is the preposition. The noun *land* is its object. *Near land* is the prepositional phrase.

2. I couldn't think of a better one at the moment.

*Of* is a preposition. The pronoun *one* is its object. *Of a better one* is a prepositional phrase.

*At* is a preposition. The noun *moment* is its object. *At the moment* is a prepositional phrase.

3. You would have liked that trip into the mountains.

*Into* is the preposition. The noun *mountains* is its object. *Into the mountains* is the prepositional phrase.

### **Practice 14**

The italicized words are prepositions. What is the object of each preposition?

A scientist *during* a talk *to* his class said, "Now I'll show you this frog *in* my pocket." Then he reached *into* his pocket and pulled *from* it a ham sandwich. He looked puzzled *for* a minute, thought hard, and said *to* himself, "I don't understand this; I distinctly remember eating my lunch."

### **Practice 15**

In each sentence what is the preposition? Its object? The prepositional phrase?

1. Many alligators are killed for their skins.

2. The polar bear is found in the arctic regions.

3. Wheeling is the largest city in West Virginia.

4. The western coast of the United States has few good harbors.

5. Gerald lives in Louisville.
6. Tulsa is the center of a rich oil district.
7. *Robinson Crusoe* was written by Defoe.
8. How many seasons are there in the year?
9. Beside me stood Fred.
10. The tears streamed down Ted's cheeks.
11. I am a great collector of stamps.
12. Up the hill we went together.
13. Among the flock was a young gander.
14. For an instant the eagle watched the swans.
15. A submarine is not blocked by ice.
16. Keep yourself in good physical condition.
17. On Christmas Eve Washington and his men crossed the Delaware.
18. The news of Amelia Earhart's brave deed thrilled the world.
19. The Pilgrims set sail in the gallant little *Mayflower*.

### *Practice 16*

Each of the following sentences has two or more prepositional phrases. The number in parenthesis shows how many. Find the prepositional phrases. On your paper draw one line under the preposition and two under the object.

#### MODEL FOR WRITTEN WORK

One of these giant bears will eat about a hundred pounds of salmon during a single night's feasting. (4)

of these giant bears

about a hundred pounds

of salmon

during a single night's feasting

1. A large part of our tea comes from Ceylon. (2)
2. The bay was filled with ships of every kind. (2)
3. Bill Jenkins dashed into the locker-room of the gymnasium. (2)

4. In the heat of the contest Luke forgot his lameness. (2)
5. The man looked at him in surprise. (2)
6. Were you born with an ear for music? (2)
7. Above the noise of the motor came a faint song through the window. (3)
8. On Saturday afternoon we went down to the beach for clams. (3)
9. In many of Stevenson's books we find his love for the ocean. (3)
10. Roots of plants often grow into the cracks of rocks in their search for water. (5)

### Beginning Sentences with Prepositions

Many boys and girls begin every sentence with the subject. Chocolate cake is good, but how would you like to have chocolate cake for breakfast, lunch, and dinner three hundred sixty-five days in the year? Any kind of sameness is tiresome. We all like variety.

**One way to vary our sentences is by starting some of them with prepositions.** Notice these sentences beginning with prepositional phrases:

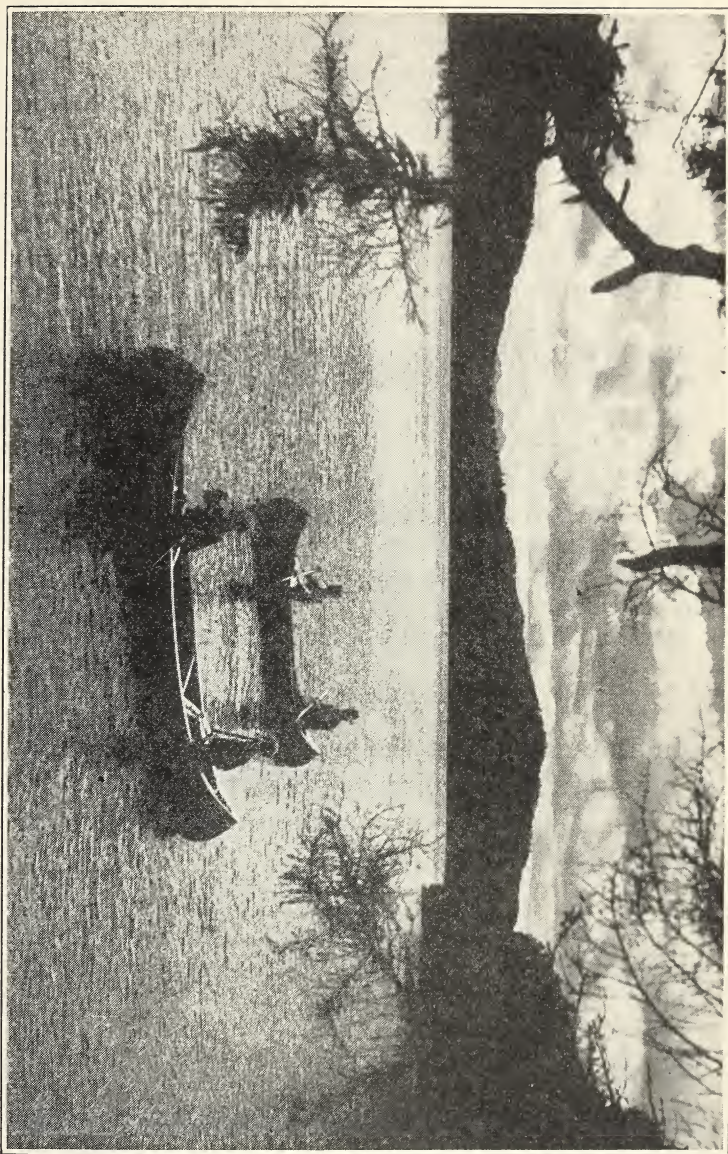
1. *About their fires* the Indian chiefs planned their wars.
2. *After some discussion* an agreement was reached.
3. *Through the long spring evening* we listened to the frogs and crickets.

### Practice 17

Rewrite each sentence and place a preposition at the beginning:

#### MODELS

1. A blinding snowstorm blew *through the deep valley*.  
*Through the deep valley* blew a blinding snowstorm.
2. I hurried home *with a light purse*.  
*With a light purse* I hurried home.
1. I read *Peter and Wendy* after dinner.
2. We reached Tucson in three days.



CANOEING ON LAKE PLACID

*Ewing Galloway*

3. I haven't seen Betty since last Saturday.
4. I like Marjorie best of all my friends.
5. The stove is in the front of the room.
6. Babe Ruth knocked the ball into the bleachers in the sixth inning.
7. Father and the twins were at the station.
8. Monroe School will play Adams School on Saturday afternoon.
9. Joe Dickson considered himself a hunter at sixteen.
10. An almost perpendicular rock rose above them.
11. Joe waited for a long hour.
12. Edison found study with his mother easy and pleasant.
13. Billy replied politely to all her questions.
14. We all rested after the second set.
15. A boy waved his crutch excitedly in the grandstand.
16. A great roar came from the grandstand.
17. The football sailed into Dick's arms.
18. Dick started up the field.
19. The Washington team made a desperate stand at the ten-yard line.
20. The Wilson infield wobbled a bit in the first inning.

### *Practice 18*

In sentences about the picture on page 145 use five or more of the following words as prepositions. Draw one line under every preposition and two lines under every object of a preposition.

about	around	between	in	through
above	at	beyond	into	to
across	before	by	near	toward
after	behind	during	of	under
against	below	for	on	upon
among	beside	from	over	with

### Prepositions and Adverbs

What part of speech is *down* in sentence 1? In sentence 2?

1. Please sit *down*.
2. Don't fall *down* the hill.

A preposition always has an object. In sentence 1, *down* has no object; it is an adverb modifying the verb *sit*. In sentence 2 the preposition *down* joins its object *hill* to the verb *do fall*.

What part of speech is *before* in sentence 1? In sentence 2?

1. I have seen that man *before*. [Adverb — has no object and modifies the verb *have seen*.]

2. I saw Harry *before* the game. [Preposition — joins its object *game* to the verb *saw*.]

### Practice 19

Is the italicized word in each sentence an adverb or a preposition? How do you know?

1. Come right *in*.
2. Father is *in* the garage.
3. Keep *off* the grass.
4. Keep *off*.
5. We looked *around*.
6. We walked *around* the lake.
7. We walked *up* the hill.
8. Get *up*.
9. Ralph is going *along*.
10. There are many sheep *along* the road.
11. My clothing was scattered *about*.
12. Look *about* you.

### Conjunctions

What do the italicized words do in the sentences?

1. Little Rock is the capital *and* principal city of Arkansas.

*And* connects the nouns *capital* and *city*.

2. I caught the pig *but* could not hold it.

*But* connects the predicates *caught the pig* and *could not hold it*.

3. Would you rather live on a farm *or* in a city?

*Or* connects the prepositional phrases *on a farm* and *in a city*.

4. I've looked it all over, *and* I can't find anything wrong.

*And* connects *I've looked it all over* and *I can't find anything wrong*.

In these sentences *and*, *but*, and *or* are conjunctions. **A conjunction connects words or groups of words.** Conjunctions, unlike prepositions, do not have objects.

Learn these conjunctions that are used in pairs:

either . . . . . or

both . . . . . and

neither . . . . . nor

not only . . . . . but also

1. Enter *either* through the front door *or* by the outside staircase.

2. *Both* Elmer *and* Grant are going.

3. *Neither* boys *nor* girls should go to work young.

4. Jean is *not only* ignorant *but also* lazy.

### *Practice 20*

Point out the conjunctions:

1. Are you going to study music or art this winter?

2. I should like to visit either the Adirondacks or Canada this summer.

3. Both California and Florida are delightful states for the motorist.

4. Corn is also known as maize and is often called Indian corn.

5. Atlantic City is both a summer and a winter resort.



6. Annapolis is the capital of Maryland and is the seat of the United States Naval Academy.

7. Already one or two bonfires gleamed through the darkness.

8. The snow rolled along the ground but was not drifting high.

9. I was not only tired but also hungry.

10. The ball struck in Andy's palm but bounced out and rolled to the fence.

### Interjections

What part of speech is each italicized word?

1. *Oh*, what a shame!

2. *Wow!* Some speed to that snow!

3. *Gee-whiz!* You — you mean ski down that road?

4. *Help!* Look at what's coming!

5. *Ouch!* That hurts.

The interjections *oh*, *wow*, *gee-whiz*, *help*, and *ouch* are not connected grammatically with the rest of the sentences. They are words "thrown in" to express strong or sudden feeling.

**An interjection is a word that expresses strong or sudden feeling.**

### *Game — The Same Word as Different Parts of Speech*

For the game Right-Down the class is divided into two teams — the Blues and the Reds, for example. The two teams stand facing each other as if for a spelling match. As in a spelling match the sides answer in turn. If a pupil answers correctly, he sits down; if he fails, he remains standing. The team that is seated first or has the smaller number standing at the end is the winner.

Let us call the first two Blues Ruth and Mary, the first two Reds Otis and Ralph. The Blues begin the

game. Ruth selects a word from the following list — *that*, for example — uses *that* in a sentence, and tells the part of speech of *that*. Then she uses *that* in a sentence as another part of speech, and tells the part of speech. If the entire answer is correct, Ruth sits down.

Then Otis selects *off*, uses *off* in two sentences as two different parts of speech, and tells the parts of speech. If he makes a mistake, he remains standing, and Mary uses *off* in two sentences and tells the parts of speech. Ralph's turn comes next.

all	down	lock	play	suit
along	dress	mail	right	that
around	drink	near	row	this
bark	drop	neither	run	up
bear	either	off	sail	walk
before	fast	on	since	warm
behind	fish	one	slow	watch
both	fly	paint	smoke	well
cook	in	paper	stick	wish
dance	jump	pin	stone	work

To find what part of speech a word is, always ask yourself the question "What does this word do in the sentence?"

### Practice 21

Copy the following sentences, omitting a line after each line you write. Then, using the following abbreviations, tell what part of speech each word is. Write the abbreviation above the word.

*n.* — noun

*pro.* — pronoun

*adj.* — adjective

*adv.* — adverb

*v.* — verb

*prep.* — preposition

*conj.* — conjunction

*int.* — interjection

## MODEL

*adj.*   *adj.*   *n.*   *v.*   *adv.*   *v.*   *conj.*   *adv.*   *v.*  
 All wild geese are well led and strictly governed.

1. Are the banks of the river lined with bushes, flowers, and trees?

2. My mother had a prejudice against ducks and never cooked them.

3. The men did not return at noon but ate their cold lunch in a clump of hazel bushes.

4. The stacks of wheat were often six or eight yards in diameter.

5. The two boys carried lanterns but the road was a rough path through dense forest.

6. Edison dropped his papers and his cap and made a dash for the child.

7. Memphis is the largest cotton market in Tennessee and the most important river port between St. Louis and New Orleans.

8. During the last three generations the prevention and cure of disease have become a science.

*Practice 22*

Following the directions in Practice 21, tell the part of speech of each word in this anecdote:

## ONLY SEVEN

James McNeill Whistler and a friend came upon a very small and very dirty newsboy in a London street. Whistler bought a paper and said, "How long have you been a newsy, my boy?" [*How* is an adverb.]

"Three years, sir," replied the boy.

"How old are you?"

"Seven."

"Oh, you must be older."

"No, sir." [*No* is an adverb.]

"I say, Charley," said Whistler to his friend, "I don't think he could get so dirty in seven years, do you?"

*Mastery Test 2A — Parts of Speech*

Copy the following sentences, omitting a line after each line you write. Then, using the abbreviations in Practice 21, tell what part of speech each word is. Write the abbreviation above the word. There are fifty words.

On Tuesday afternoon we had just left our history recitation and were having our class elections in our civics class. The teacher called for nominations for president, and one of the bright pupils in the class stood up and said, "I nominate George Washington." The whole class and the teacher laughed.

*Mastery Test 2B — Parts of Speech*

Copy the following sentences, omitting a line after each line you write. Then, using the abbreviations in Practice 21, tell what part of speech each word is. Write the abbreviation above the word. There are fifty words.

"It certainly is dark along this road. The country is different from the city in the night time," I said to myself. Then I saw strange shadows. A little chill ran up my spine. I heard a queer noise behind me and turned quickly around. There was a young rabbit.

## UNIT 8

### PARTS OF THE SIMPLE SENTENCE

#### Predicate Adjective

An adjective generally comes before the word it modifies.

*The old chief had a thin, dark face.*

Sometimes, however, an adjective completes the verb and modifies the subject.

What does each italicized word do in the sentence?

1. The day was *cold*.

*The day was* is incomplete. The adjective *cold* completes the verb *was* and describes the subject *day*.

2. In the spring the shad fisheries along the Delaware are very *profitable*.

*Profitable* completes the verb *are* and describes the subject *fisheries*.

3. Marjorie turned *pale*.

*Pale* completes the verb *turned* and describes the subject *Marjorie*.

4. Why are bones so *strong*?

*Strong* completes the verb *are* and describes the subject *bones*.

**An adjective which completes the predicate and modifies the subject is called a predicate adjective.**

Commonly used verbs that take predicate adjectives are: *be* (*am, is, are, was, were, has been, have been, had*

been), become, grow, seem, appear, taste, smell, sound, look, feel.

A verb that joins an adjective, a noun, or a pronoun to the subject is called a linking verb.

The arrow shows how a linking verb joins a predicate adjective to the subject.

1. The wind  $\overleftarrow{\hspace{1.5cm}}$  grew icy.
2. Maude  $\overleftarrow{\hspace{1.5cm}}$  was happy.
3. Her salary  $\overleftarrow{\hspace{1.5cm}}$  is small.

### Practice 1

Complete each sentence by adding a predicate adjective to the linking verb:

#### MODELS

- |                        |                       |
|------------------------|-----------------------|
| 1. The apple tastes —. | 2. The baby was —.    |
| The apple tastes sour. | The baby was healthy. |
| 1. My dog is —.        | 6. Martha seems —.    |
| 2. The flowers are —.  | 7. Dinner tasted —.   |
| 3. Our house is —.     | 8. Isabel looked —.   |
| 4. That rose smells —. | 9. My hands are —.    |
| 5. His voice sounds —. | 10. I am —.           |

### Practice 2

Find the predicate adjectives in these sentences. What does each predicate adjective do in the sentence?

1. We were hungry.
2. The sky was blue.
3. The game was close.
4. Our car is old.
5. These are not cheap.
6. The girls' new basketball uniforms are pretty.
7. Spain is hot in the summer time.
8. The children were quiet for a long time.
9. The rainfall on the Rocky Mountains is not heavy.

10. The conversation at the table should be pleasant.
11. By this time the snow was deep.
12. The next morning I felt better.
13. The two boys sat silent in the glow of the fire.
14. At fourteen Andrew Jackson was alone in the world.
15. Why is one drowsy after a heavy dinner?

### Predicate Nominative

Linking verbs often join nouns and pronouns to the subject. What does each italicized word do in the sentence?

1. My dog is a *collie*.

*Collie* completes *is* and explains the subject *dog*.

2. Baseball is a popular summer *game*.

*Game* completes *is* and explains the subject *baseball*.

(*A*, *popular*, and *summer* are modifiers of *game*.)

3. It is *he*.

*He* completes *is* and explains the subject *it*.

4. A visit to a turpentine grove is a very interesting *experience*.

*Experience* completes *is* and explains the subject *visit*.

5. Most of the people in Europe in the fifteenth century were *farmers*.

*Farmers* completes *is* and describes the subject *most*.

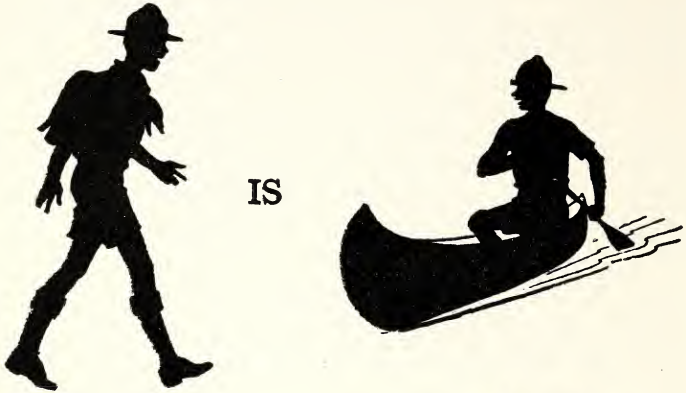
The italicized word in each sentence means the same as the subject and tells what the subject is, was, or became.

- |                             |                                |
|-----------------------------|--------------------------------|
| 1. Dog = <i>collie</i> .    | 4. Visit = <i>experience</i> . |
| 2. Baseball = <i>game</i> . | 5. Most = <i>farmers</i> .     |
| 3. It = <i>he</i> .         |                                |

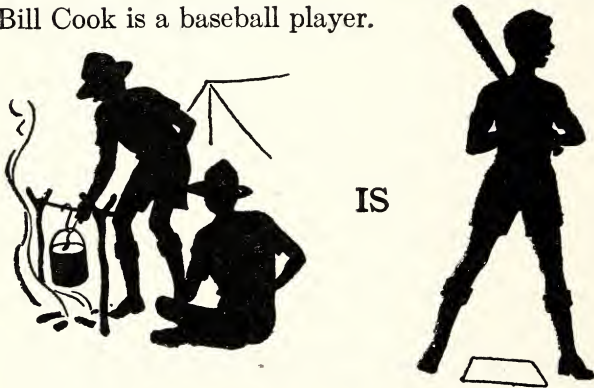
**A noun that completes the predicate and explains or describes the subject is called a predicate nominative.**

Each picture shows that the predicate nominative refers to the same person or thing as the subject.

1. Johnny Scout is a canoeist.



2. Bill Cook is a baseball player.



*Courtesy H. W. Kellogg Company*

### Practice 3

Complete each sentence with a predicate nominative:

#### MODELS

1. The commander of the American army in Europe was \_\_\_\_\_.

The commander of the American army in Europe was General Pershing.



2. The Thames is a — in England.

The Thames is a river in England.

1. The capital of the United States is —.
2. The Fourth of July is a —.
3. Longfellow was a —.
4. Benedict Arnold turned —.
5. Franklin D. Roosevelt was elected —.
6. The baby was named —.
7. One of our greatest living Americans is —.
8. Mark Twain is the — of *Tom Sawyer*.

#### *Practice 4*

Find the predicate nominatives in these sentences. What does each predicate nominative do in the sentence?

1. Charleston is a city of gardens.
2. The man was a stranger.
3. The first highways were mere trails.
4. Spain was once a world power.
5. Soccer is a game with a great amount of footwork.
6. The usual style of Indian warfare was a surprise attack.
7. It was a moonless night.
8. The jaguar is a stocky animal with a massive head.
9. Foreigners may become citizens of the United States.
10. The inhabitants of ancient Egypt were great builders.
11. For thousands of years man was a hunter.
12. At the age of fifteen Columbus became a sailor.
13. Muscle Shoals is a broad, shallow part of the Tennessee River in northwestern Alabama.
14. Jefferson was elected the third president of the United States.

#### *Practice 5*

On one or more of the topics on the next page write ten sentences. Use a predicate adjective or a predicate nominative in each sentence. Draw one line under

every predicate adjective and two lines under every predicate nominative.

### MODELS

1. Edison's deafness was a great advantage to him in many ways.

2. Standing on the thirty-yard line, James was eager for the kick-off.

1. Games I have played or seen played
2. Camp
3. Summer in the country
4. Fishing
5. Winter sports
6. Heroes I have seen, heard, or read about

### Object of a Verb

What does each italicized word do in the sentence?

1. I spread my *bed* on the dry earth.

*Bed* answers the question "*Spread* what?" (*My* modifies *bed*. The prepositional phrase *on the dry earth* modifies the verb *spread*.)

2. Father put *me* on the horse.

*Me* answers the question "*Put* whom?"

3. Have you prepared your *homework*?

*Homework* answers the question "*Have prepared* what?"

4. He waved his *hat* in the moonlight.

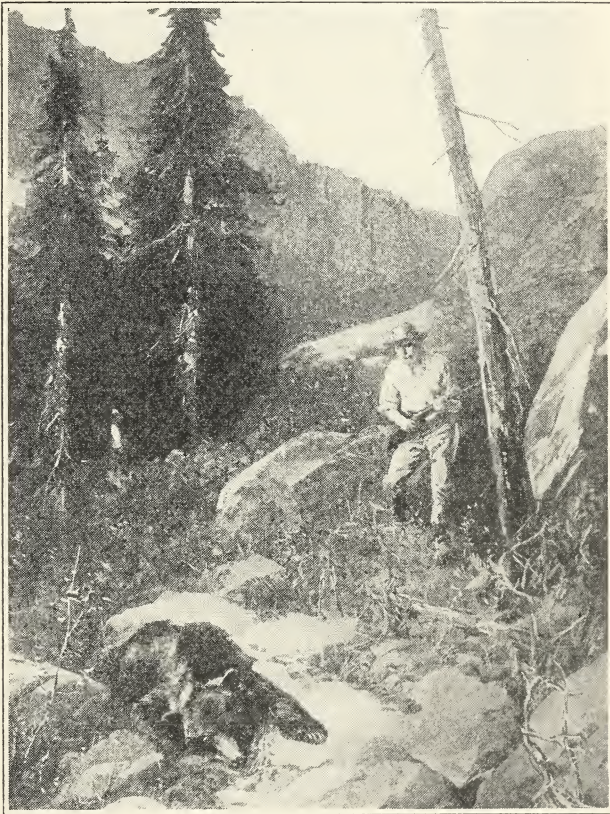
*Hat* answers the question "*Waved* what?"

In each sentence the italicized word or words complete the verb by telling *what* or *whom*. All the verbs — *spread*, *lifted*, *have prepared*, *waved* — express action. In each sentence the subject acts.

If the subject acts, a word which answers the question "What?" or "Whom?" after the verb is an object of the verb.

The object of a verb names the receiver or the result of the action. Each picture shows that the object of the verb in the sentence names the receiver of the action.

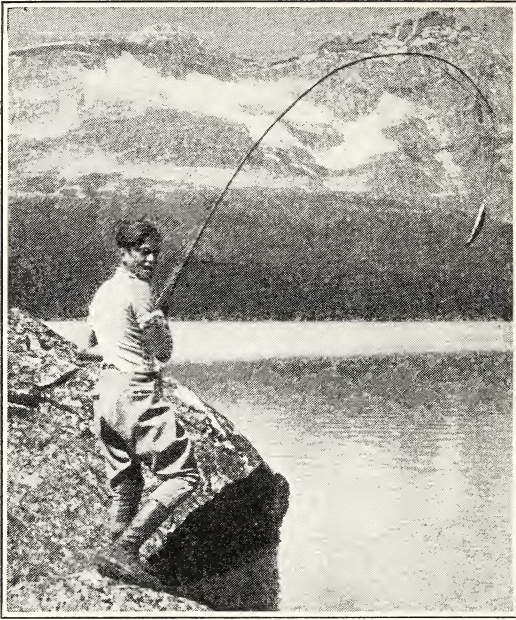
1. The hunter shot a bear.



*Courtesy Canadian Pacific*

A GOOD SHOT

2. The boy caught a trout.



*Courtesy Canadian Pacific*

TROUT FISHING IN LAKE O'HARA

*Practice 6*

Find the objects of verbs in these sentences:

1. I have a baseball.
2. English boys play cricket.
3. Fire destroys property.
4. Parks provide space for play.
5. The doctor examined me.
6. No one likes selfish people.
7. Trellises improve the appearance of our home.
8. Some people have doubted the story.
9. Pete shrugged his broad shoulders.
10. The two soldiers entered the barn.
11. I roused myself from a sound sleep.
12. The laboratory tests samples of milk.

13. Just then they saw a cloud of dust.
14. The unspoken word never does harm.
15. I filled a bag with camp equipment and supplies.
16. Did you see Commander Byrd's dogs?
17. How many books have you?
18. Loud cries immediately filled the air.
19. In this one garden he has noted one hundred sixteen kinds of birds.
20. Most of them I knew at once.
21. For her birthday my mother received a huge bouquet of beautiful spring flowers.

### *Practice 7*

Write four sentences about the picture on page 168 and five about the picture on page 178. Have an object of a verb in each sentence and draw a line under it.

### **Predicate Nominative and Object**

"Object fever" is a common disease in English classrooms. Without thinking pupils afflicted with it call any word after a verb an object.

What are the differences between the predicate nominative in sentence 1 and the object in sentence 2?

1. Thomas Jefferson became *president*.

(1) *Became* is not a verb of action. (2) *Thomas Jefferson = president*. The subject and the predicate nominative always name the same person or thing.

2. Thomas Jefferson attended *William and Mary College* at Williamsburg, Virginia.

(1) *Attended* is a verb of action. (2) *William and Mary College* is different from *Thomas Jefferson*. The object of a verb, as a rule, does not refer to the same person or thing as the subject.

### Practice 8

Copy the following sentences. Draw one line under every object of a verb and two lines under every predicate nominative:

1. Golf is a difficult game.
2. Father plays golf.
3. Ralph knocked the ball over the fence.
4. Ralph is our shortstop.
5. My dog's name is Jerry.
6. Jerry broke his leg.
7. He was always a queer chap.
8. This is a rainy day.
9. I had bought a second-class ticket.
10. A guilty conscience needs no accuser.
11. Newark is the largest city in New Jersey.
12. Vermont produces large quantities of beautiful marble.
13. Rayon has made a great change in the textile business.
14. An honest man is the noblest work of God.
15. America is now the world's largest producer of furs.
16. Find in the dictionary the meaning of *pioneer*.
17. I spied a whole counter of French pastry back there.
18. In 1789 Washington became our first president.
19. How many books have you read this term?
20. Is Marie the president of the Book Club?

### Indirect Object

What does each italicized indirect object do in the sentence?

1. I gave *him* some good advice.

*Him* answers the question "Gave to whom?"

2. The bank will lend *us* some money.

*Us* answers the question "Will lend to whom?"

3. I must buy *Mother* some bread.

*Mother* answers the question "Must buy for whom?"

*Advice, money, and bread* are the objects of the verbs, for these words answer the questions "Gave what?" "Will lend what?" and "Must buy what?"

*Him, us, and Mother* are between the verbs and the objects, and name the persons to whom or for whom something is done.

**The indirect object tells to or for whom something is done.**

What is an easy way to find the indirect object?

1. The salesman offered us a bargain.
2. The salesman offered (to) us a bargain.

As a rule, placing *to* before the indirect object does not change the sense.

1. Mother bought Grace a dress.
2. Mother bought (for) Grace a dress.

After a few verbs, placing *for* before the indirect object does not change the sense.

### ***Practice 9***

Find the objects of verbs and the indirect objects:

1. I sold Harold my football.
2. He owes me a dime.
3. Our teacher told us a good story.
4. Give me liberty.
5. I will mail Roland the book tomorrow.
6. I gave Nettie an armful of tulips.
7. Father paid Mr. Penn thirty dollars for the radio.
8. A man's hat in his hand never did him any harm.
9. Why didn't you give Mr. Holmes the message?
10. Did she tell you the joke?
11. Marie brought me some daisies.
12. Mr. Taylor sent us a barrel of apples.

***Mastery Test 3A — Predicate Adjective, Predicate Nominative, Object of Verb, Indirect Object***

Copy each italicized word on a separate line of your paper. Then place after each word *p.a.* (predicate adjective), *p.n.* (predicate nominative), *o.v.* (object of verb), or *i.o.* (indirect object) to show its use in the sentence.

1. The Ausable River is very *swift*.
2. One day I found a *canoe*.
3. Necessity is the *mother* of invention.
4. Ben gave *me* an *apple*.
5. Fine feathers do not make fine *birds*.
6. The strong man caught the *dog* in his arms.
7. April showers bring *us* May *flowers*.
8. Mother read *us* some *poems*.
9. He was a *prince* among men.
10. A small unkindness is a great *offense*.
11. A fireplace is the *heart* of a forest home.
12. The best preparation for good work tomorrow is good *work* today.
13. After the invention of gunpowder a castle was no longer *safe*.
14. For a number of years Hamlin Garland made his *home* in Wisconsin.
15. A good waiter is always *courteous*.
16. Truthfulness is the *basis* of good character.
17. The whole house was *happy*.

***Mastery Test 3B — Predicate Adjective, Predicate Nominative, Object of Verb, Indirect Object***

Copy each italicized word on a separate line of your paper. Then place after each word *p.a.* (predicate adjective), *p.n.* (predicate nominative), *o.v.* (object of verb), or *i.o.* (indirect object) to show its use in the sentence.



1. Knowledge is *power*.
2. You are quite *right*.
3. This shark-fishing was great *sport*.
4. Never chew *gum* in public.
5. Such luck was *unbelievable*.
6. He was a big-boned *athlete*.
7. The fall didn't do *me* any *harm*.
8. Dreams of taste are *rare*.
9. George III did not understand the *Americans*.
10. Jack Page is the *owner* of the boat.
11. Father bought *Paul* a *bicycle*.
12. Thirty thousand people filled the *stadium*.
13. In olden days the boar's head was the main *dish* on Christmas Day.
14. I paid *George* twenty-five *cents* for the knife.
15. My hands were *numb* with the cold.
16. A pyramid was always a *tomb* of a king.
17. In the fourth inning Jerry scored a *run*.

### Appositive

What does each italicized appositive do in the sentence?

1. Jack Wheat, Carleton's *pitcher*, scored the first run.  
*Pitcher* explains *Jack Wheat*. The two nouns name the same person.
2. Have you seen my sister *Mildred*?  
*Mildred* explains *sister*. The two nouns name the same person.
3. Harrisburg, the *capital* of Pennsylvania, is on the Susquehanna River.  
*Capital* explains *Harrisburg*. The two nouns name the same thing.

A noun added to another noun to explain it and naming the same person or thing is an appositive.

### Practice 10

Find the appositives, and tell what word each is in apposition with:

1. My brother James will meet you at the station.
2. Joe Groom, our best catcher, can't play today.
3. Carson City, the capital of Nevada, is a mining center.
4. Mount Vernon, Washington's home, is beautiful.
5. The lion, the king of beasts, has a valuable skin.
6. Cyrus McCormick, the inventor of the reaper, built a factory in Chicago.
7. Have you read about Jim Hawkins, the boy hero?
8. Our next-door neighbors, the Clarks, are away for the summer.
9. Admiral Byrd, the explorer, has had many adventures.
10. Mark Twain, the author of *Huckleberry Finn*, wrote entertaining stories.
11. Halloween, the night of witches and goblins, approaches.
12. Have you read *Greyfriars Bobby*, a story about a dog?
13. Betty's father, James M. Cropsey, paints portraits.
14. Mrs. Helen Wills Moody, the queen of the tennis court, is also an artist.
15. My uncle is now in London, the largest city in the world.
16. Dixon, the gray-haired city editor, leaned back in his swivel-chair.

Do you like number 1 or number 2 better?

1. The "culti-mulcher" is a new farm implement. This machine does four jobs at once.
2. The "culti-mulcher," a new farm implement, does four jobs at once.

Number 1 has 14 words; number 2, 11 words. Appositives save time and make our speech and writing more pleasing.

*Practice 11*

Combine the two sentences in each group into one sentence containing an appositive. Draw a line under the appositive. How are appositives punctuated?

## MODEL

Mount Kamet is the highest peak ever scaled by man. It is 25,447 feet high.

Mount Kamet, the highest peak ever scaled by man, is 25,447 feet high.

1. Jim Weaver is the tallest pitcher in the American League. He stands six feet six inches.

2. Have you read *Black Beauty*? It is a story about a horse.

3. Daniel Defoe wrote *Robinson Crusoe*. It is a story of adventures on an island.

4. Miss Anita Grew swam the length of the Bosphorus. She is an American girl.

5. Danny was the hotel clerk. He had a hard job.

6. St. Paul is the capital of Minnesota. It is situated on the Mississippi River.

7. Even Marion looked serious. She was the giggler of the class.

8. Tom Williams was slightly injured. He is captain of the team.

9. Carol Bird was a little crippled girl. She made a merry Christmas for the nine Ruggleses.

10. James Wolfe was the conqueror of Quebec. He was a gallant soldier.

11. Jim was a Boston boy of eighteen. He had been allowed to join Wolfe's expedition because of his ability to speak French.

12. Have you read about John Paul Jones? He was a naval hero of the Revolutionary War.

13. Marie was a big, bony girl with black hair. She rode a prancing horse.

14. Edith was the lighthouse keeper's daughter. She made coffee for the rescued crew.

15. Miss Amy Johnson flew from London to Tokyo in nine days. She is an English woman.



Courtesy Southern Pacific Railroad

#### FRIENDS

### Nominative of Address

How are the italicized words used?

1. *Mother*, this is Ruth Williams.
2. *John*, take that ink away from the baby.

*Mother* and *John*, the names of the persons spoken to, are nominatives of address. In sentence 1, *this* is the subject of *is*. In sentence 2, *you* understood is the subject of *take*. A nominative of address is never the subject of the sentence.

**The nominative of address is the name of the person spoken to.**

### Practice 12

Find the nominatives of address and the subjects of the sentences:

1. I can't go this afternoon, Bob.
2. Will you, Fred, help me with this baggage?
3. What do you want, Kate?
4. What do you think of my dog, Jim?
5. I'll be back in the morning, Helen.
6. Will you be home for dinner, Father?
7. Doctor, I didn't sleep a wink last night.
8. This, Mary, is wonderful news.
9. How soon will you be ready, Lillian?
10. Tell me about the game today, Arthur.

### Adding Modifiers

A modifier, you know, changes the meaning of the word to which it is attached. Adjectives, adverbs, and prepositional phrases are three kinds of modifiers.

How does sentence 2 differ from sentence 1?

1. Burgoyne had started.
2. Meanwhile Burgoyne had started out bravely with 8000 men.

In both sentences *Burgoyne* is the simple subject, and *had started* the verb. In sentence 2 modifiers of the verb have been added. The modifiers are the adverbs *meanwhile*, *out*, and *bravely* and the prepositional phrase *with 8000 men*.

1. Bullfrogs croak.
2. The giant bullfrogs in the pond croak hoarsely.

*Bullfrogs* is the simple subject, and *croak* the verb. *The* (adjective), *giant* (adjective), and *in the pond* (prepositional phrase) modify the simple subject *bullfrogs*. The adverb *hoarsely* modifies the verb *croak*.

*Practice 13*

Add to the following sentences modifiers of the subject or of the verb or of both:

1. Birds fly.
2. Dogs bark.
3. Coal burns.
4. Roosters crow.
5. Branches wave.
6. Trees grow.
7. Flowers bloom.
8. Lambs play.
9. Boys work.
10. Monkeys chatter.

*Practice 14*

Complete each sentence with a verb and one or more modifiers. You may insert after the verb a predicate adjective, a predicate nominative, or an object.

1. The express train —.
2. The big green automobile —.
3. My kitten —.
4. Mary and her mother —.
5. The old man —.
6. The ducks —.
7. Franklin D. Roosevelt —.
8. The basketball game —.
9. The boys —.
10. The river —.

*Practice 15*

Complete each sentence with a simple subject and one or more modifiers:

1. — woke me early this morning.
2. — frightened me on the way home.
3. — made us all laugh.

4. — flows past the town.
5. — did not last long.
6. — marched down the street.
7. — is now being built.
8. — came in.
9. — waved their flags.
10. — won the game.

### Complete Subject and Complete Predicate

The complete subject is the simple subject with its modifiers. In Practice 14 the complete subject is printed; in Practice 15 you added the complete subject.

The complete predicate includes the verb, its modifiers, and words used to complete its meaning. In Practice 14 you added the complete predicate; in Practice 15 the complete predicate is in the book.

Ordinarily every word in the sentence belongs to either the complete subject or the complete predicate.

1. The flyer | hopped into his little seat.

The vertical line separates the complete subject from the complete predicate. The simple subject is underscored; the verb has two lines under it. *Hopped* is the verb, because it makes the statement. *Flyer* is the simple subject, because it answers the question "Who or what *hopped*?" *The flyer* is the complete subject; *hopped into his little seat*, the complete predicate.

2. Lindbergh | flew from New York to Paris in the *Spirit of St. Louis*.

*Flew* is the verb, because it makes the statement. *Lindbergh* is the simple subject, because it answers the

question "Who or what *flew*?" *Lindbergh* is the complete subject; *flew from New York to Paris in the "Spirit of St. Louis,"* the complete predicate.

3. Four sandwiches | were put into the monoplane.
4. The life of an actress | is a hard one.

### *Practice 16*

Copy the following sentences. Draw a vertical line between the complete subject and the complete predicate. Draw one line under the simple subject and two lines under the verb.

1. The storm was violent.
2. The master fired guns for help.
3. All hands were called to the pump.
4. We parted soon after.
5. My boat was a very good one.
6. I carried all my provisions into this fortress.
7. The great state of California has a wonderful climate.
8. Harry's roar is still ringing in my ears.
9. Some people are cheerful in spite of sickness.
10. The chief substance in tooth powders is chalk.
11. Tobacco interferes with one's success in class and in athletics.
12. The fourth quarter was much like the third.
13. The lucky boy was thrilled to his toes.
14. The football season came to an end in November.
15. Joe shot the ball over the plate.
16. The two little green turtles often sleep on the alligator's back.
17. Ned Wright sprawled lazily in the stern of his outboard motor boat.
18. The little house on the hillside often seemed lonely.
19. The log schoolhouse lies in a bend of the creek.
20. Many crimes are committed by persons under the influence of alcohol.



### Inverted Order

1. Out of the brier patch jumped a rabbit.

(Natural order) A rabbit | jumped out of the brier patch.

**When the complete predicate or part of it is before the subject, the order is inverted.** In the natural order the subject with its modifiers is placed first.

2. Down the street came one of my pals.

(Natural order) One of my pals | came down the street.

When *there* is used to invert a sentence, it is called an introductory adverb and doesn't belong to either the subject or the predicate.

3. There was a moment of silence.

A moment of silence | was.

4. There were ten thousand people at the baseball game.

Ten thousand people | were at the baseball game.

The inverted order is commonly used in questions.

5. Where is my hat?

My hat | is where?

6. Why should we brush our teeth frequently?

We | should brush our teeth frequently why?

Notice that often the subject is wedged in between the parts of the predicate. In each of the following sentences the complete subject is italicized. The rest of the sentence is the complete predicate.

1. About three o'clock *we* started home.

2. At first *the Indians* fled in fear from Columbus.

3. How narrow *the streets* are!

4. For the first month *my golf* improved.

5. During the summer *these excursion boats* are crowded.

6. In original thought *the beaver* is equaled by few animals.

*Practice 17*

Arrange these sentences in the natural order. Then draw a vertical line between the complete subject and the complete predicate. Draw a line under the simple subject and two lines under the verb.

## MODEL

From the hilltop looks the steeple.

The steeple | looks from the hilltop.

1. Slowly the sun sank.
2. Then I glanced at my watch.
3. Everywhere we hear the tinkle of cowbells.
4. Where are you going?
5. Then Billy snapped his fingers.
6. At that moment the bell rang.
7. There he is!
8. Always the sea was at our door.
9. In front of the house was a small car.
10. In Belfast we visited a linen mill.
11. Down the foul line sailed the ball.
12. At bat was the captain of the Washington team.
13. There are many stones in the cornfield.
14. Near Westminster Abbey in London stands a statue of Abraham Lincoln.
15. Have you ever caught an eel?
16. There is very little water in the creek.
17. Within two minutes he was in the air.
18. The next morning we got up early.
19. There was a loud knock at the door.
20. There is some roast lamb in the refrigerator.

Subject, predicate; subject, predicate; subject, predicate — that's the way many people arrange their sentences. How boresome such sentences become! A good way to vary sentences is by using the inverted order in some.

*Practice 18*

Change these sentences to the inverted order by putting the complete predicate or part of it before the subject. Begin each sentence with a word or words after the vertical line.

## MODELS

1. The soft maples | were among the heaviest sufferers.  
Among the heaviest sufferers were the soft maples.
2. I | saw him in London fifteen years ago.  
Fifteen years ago I saw him in London.
1. We | then went down the hill.
2. I | was in Rome last year.
3. A blizzard | came with March.
4. The highest peaks | were beyond the valley.
5. A gray-haired man | stood near the dock.
6. Ethel and I | play outdoors after school.
7. We | started home about five o'clock.
8. The soldiers | marched up the street.
9. The small black cattle | plodded across the sands.
10. I | was paddling across a Maine lake a month ago.
11. The icy chill | stopped my breathing for a moment.
12. A picture of Mark Twain | hangs in my classroom.
13. Alexander Graham Bell | patented the telephone in 1876.
14. A small white plane | was in the center of the hall.
15. Platinum | was discovered in the Ural Mountains in the eighteenth century.
16. The plane | dropped down, down to the wild waves.
17. The art of the armorer | was important in the days of knights.
18. General Wolfe | moved up the St. Lawrence River with a large naval force.
19. Steinmetz | studied the causes and effects of lightning for twenty years.
20. The bottle of acid | was unfortunately spilled on the floor.

### Simple Sentence Having Compound Subject or Predicate

How many subjects and predicates has each sentence?

1. The French are noted for their thrift. [One subject and one predicate.]
2. Hotels and private homes now have electric refrigerators. [Compound subject.]
3. The raccoon caught a few frogs and ate them. [Compound predicate.]
4. Then all the boys and girls laughed and cheered. [Compound subject and compound predicate.]

**A simple sentence has one subject and one predicate, either or both of which may be compound.**

### *Practice 19*

In the following sentences either the subject or the predicate is compound, or both are compound. Draw a line between the complete subject and the complete predicate. Draw also a line under every subject word and two lines under every verb.

#### MODEL

Then they sat down in the open door and waited for business.

They | then sat down in the open door and waited for business.

1. I took the hammer and went to work.
2. Tarkington and Seton are two good writers.
3. I worked and worked on the tenth problem.
4. We returned to our crude camp and ate a cold supper.
5. Father just looked at me and shook his head.
6. Without a word Pinky and Whitey went outside.
7. He and Parker were good friends and always played together.

8. Caroline scratched the frost off the window and looked out.

9. In each Christmas box was a sweater or a pair of stockings.

10. We sat by the window and watched the cars in the rain.

11. There are potatoes, tomatoes, lettuce, and corn in our garden.

12. For ages gold and silver have been precious metals.

13. Along the brook there are forget-me-nots and larks.

14. He was dreaming and did not hear the sound of oars.

15. Carl and Gordon jumped into the river and rescued the child.

### Other Compound Parts

What is the compound part in each sentence?

1. Fred is *tall* and *thin*. [Compound predicate adjective.]

2. The United States is English in *customs*, *language*, and *laws*. [Compound object of a preposition.]

3. Commander Byrd took with him *dogs*, *food*, *books*, *tools*, and *games*. [Compound object of verb.]

4. Washington was a *general* and a *statesman*. [Compound predicate nominative.]

### Practice 20

In each sentence what part is compound?

1. Andrew was strong and courageous.

2. Children should not drink tea or coffee.

3. The air was cool and clear.

4. The president is commander-in-chief of the army and navy.

5. Benjamin Franklin was author, inventor, and statesman.

6. The tree had already seen five hundred springs and five hundred autumns.

7. Monday dawned fair and cold.

8. Some of the early castles had secret doors and underground passages.

9. The headache was perhaps caused by indigestion or eyestrain.

10. My favorite games are baseball and croquet.



*Courtesy Netherlands Railways*

#### A MILKMAN IN HOLLAND

### *Game — Parts of the Simple Sentence*

Have you forgotten how to play Right-Down? If so, turn to page 149.

Today number 1 on the Blue team will tell the part of speech and the use in the sentence of the first italicized word in sentence 1 following. If his answer is correct, he will be seated, and number 1 of the Reds will take the second italicized word. If this answer is wrong, Blue number 2 will take the same word.

The side that is seated first or has the smaller number standing at the end is the winner.

## MODEL

A *child* early *cultivates* a *taste* for vegetables and *cereals*.

*Child* is a noun used as the subject of the verb *cultivates*.

*Cultivates* is a verb and makes a statement about *child*.

*Taste* is a noun used as the object of the verb *cultivates*.

*Cereals* is a noun used as object of the preposition *for*.

1. Tom *dangled* his *legs* and *munched* his *apple*.
2. Suddenly there *was* an unusually loud *snort* and a *puff*.
3. Soon *we* found our *way* through the swampy *land*.
4. We are not *red* but have dark *skins*, black *eyes*, and black straight *hair*.
5. Will *you* lend *me* your *knife*?
6. To the song of the north *wind* the *fire* added its *crackle* and *roar*.
7. Up the *street* came the gray-haired *principal*.
8. *Richmond*, the *capital* of *Virginia*, has large locomotive *works*.
9. *Are you ready*, *Helen*?
10. Ned Mackey, our third *baseman*, was the *hero* of the *game*.
11. Did *you* send *Louise* a Christmas *gift*?
12. The heart is really a *pair* of force *pumps*.
13. We are *proud* of *you*, *Ruth*.
14. Two hits and an *error* gave the *Athletics* a *run* in the first *inning*.
15. Dave *told us* a good *joke*.
16. For a *moment* the *room* was deathly *still*.
17. *Boys*, I'm *tired* but *happy*.
18. At the *report* of the gun five *figures* *sprang* into *action*.
19. *Tuck* this little *book* into your *pocket*.
20. Do *you* like Indian *stories* and pirate *yarns*?

*Practice 21*

Tell the part of speech and the use in the sentence of each italicized word in the following account of a baseball game:

Last summer in *Boston* my parents and *I* saw a baseball game. The game was *played* at Braves Field and was between the *Braves* and the St. Louis Cardinals.

*Hallahan* and *Wilson* were the *batteries* for the *Cardinals*. *Seibold* and *Sporera* were pitcher and *catcher* for the *Braves*. The *Braves* scored one *run* in the third *inning*. *Seibold* put the *Cardinals* out in *order*.

After the third *inning* the *Braves* could not touch *Hallahan's* left-handed *slants*. Until the eighth *inning* both *pitchers* had the *batters* at their *mercy*. Then the *Cardinals* drove a *run* across the *plate*. Captain *Frankie Frisch*, the *Cardinals' second baseman*, was put out of the *game* in this *inning*.

In the first *half* of the ninth *inning* *Hallahan* struck out three *Braves*. In the *Cardinals' half* of the ninth *Jake Flowers* batted a *single* over the *infield*. *Chick Hafey*, the *Cardinal slugger*, was the next *man* up. The heavy *hitter* tapped his *bat* on the *plate* and *dug* his *heels* into the *ground*. The first *ball* over the *plate* he *banged* out to *left field*. *Flowers* raced from *first* to *home* and *scored* the winning *run*. — PUPIL

*Mastery Test 4A — Parts of Simple Sentence*

Copy the following sentences. Omit a line after each line you write. Tell the use in the sentence of each italicized word by writing above it on your paper one of these abbreviations. Place only one abbreviation over a name like *Bud Fraser*.

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| s.s. — simple subject              | <i>o.p.</i> — object of preposition |
| <i>v.</i> — verb                   | <i>i.o.</i> — indirect object       |
| <i>p.a.</i> — predicate adjective  | <i>ap.</i> — appositive             |
| <i>p.n.</i> — predicate nominative | <i>n.a.</i> — nominative of address |
| <i>o.v.</i> — object of verb       |                                     |



1. Walter rolled the *ball* in his *hands* and *stared* ahead.
2. The three-horned *giraffes* are the most interesting *animals* in the *building*.
3. My baby alligator, *Spunk*, has a very bad *temper*.
4. *Father*, this is my *classmate*, *Bud Fraser*.
5. Have you told us the whole *story*?
6. Why are you so *slow* this morning, *Edna*?
7. There was no *school* within ten *miles* of us.
8. Occasionally *Father* sent us a *book*.
9. Are you *ready*?

### ***Mastery Test 4B — Parts of Simple Sentence***

Copy the following sentences. Omit a line after each line you write. Tell the use in the sentence of each italicized word by writing above it on your paper one of the abbreviations in Mastery Test A. Place only one abbreviation over a name like *Mrs. Gates*.

1. Your garden is *wonderful*, *Mrs. Gates*.
2. *Grace*, where are your *books*?
3. I will send *you* the *money* tomorrow.
4. *Hazen*, our *shortstop*, was a poor *hitter*.
5. That girl is *Nancy Foster*, the tennis *champion* of our *school*.
6. The new *secretary*, *Miss Leonard*, was going through the morning *mail*.
7. I threw back the *covers* and *shivered* in the chill of the October *morning*.
8. The Indian gave *me* an *arrow*.
9. *Is* your answer *correct*?
10. From her *father* *Martha* heard *stories* of the World War.

### ***Review Questions***

1. How does one find the verb in a simple sentence? The simple subject?
2. What is a linking verb? Give five linking verbs.
3. What questions do objects of verbs answer?

4. How does a predicate nominative differ from an object of a verb?
5. What is an easy way to find an indirect object in a sentence?
6. Of what use are appositives?
7. What is the inverted order?
8. What are the simple subject and the verb in this sentence: There are twenty boys in my class?
9. What is one way to vary sentences?
10. Make up a sentence to illustrate each of the following: predicate adjective, object of verb, appositive, predicate nominative, simple sentence with compound subject.

## UNIT 9

# PUNCTUATION OF SIMPLE SENTENCES

### Why Learn to Punctuate?

How would you like to read letters and books without punctuation marks? Here's an example:

A funny little man told this to me  
I fell in a snowdrift in June said he  
I went to a ball game out in the sea  
I saw a jellyfish float up a tree  
I found some gum in a cup of tea  
I stirred my milk with a big brass key  
I opened my door on my bended knee  
I beg your pardon for this said he  
But 'tis true if told as it ought to be  
'Tis a puzzle in punctuation you see <sup>1</sup>

Can you solve this puzzle?

Punctuation marks help the writer to make his ideas clear and save the reader's time by helping him to understand what is meant.

### Kinds of Sentences

#### *Practice 1*

Which of the following sentences tell something? Which ask something? Which tell someone to do something? Which express strong feeling?

1. I washed my hands before lunch.
2. Did you wash your hands before lunch?

<sup>1</sup> Reprinted by permission of the *Literary Digest*.

3. Wash your hands before lunch.
4. Wash your hands at once!
5. I shall be ready to start at eight o'clock.
6. Will you be ready to start at eight o'clock?
7. Be ready to start at eight o'clock.
8. What, aren't you ready yet!

**A declarative sentence tells something. It ends with a period.** See sentences 1 (page 183) and 5 (above).

**An interrogative sentence asks a question. It ends with a question mark.** See sentences 2 and 6.

**An imperative sentence expresses a command or a request. It ends with a period.** See sentences 3 and 7.

**An exclamatory sentence expresses strong feeling. It ends with an exclamation point.** See sentences 4 and 8.

Any sentence, whether declarative, interrogative, or imperative, becomes exclamatory when it is spoken with strong feeling.

### *Practice 2*

What kind of sentence is each of the following? How does each sentence begin? Give a reason for the punctuation mark at the end of each sentence.

1. Oh, you don't want to go yet!
2. What would you do in case of fire?
3. Do not fuss about the weather.
4. How has the telephone affected business and trade?
5. What are some of the difficulties of night flying?
6. Do not wear party clothes to school.
7. Here is a puzzle for you.
8. What a good time we had!
9. Keep your teeth white.
10. Missouri ranks first in the production of lead and zinc.
11. What is the largest city in Michigan?
12. Down the road padded a long caravan of camels.

### *Practice 3*

Tell what kind of sentence each of the following is, and write it with the correct punctuation mark at the end. There are three sentences of each of the four kinds.

1. What a thrilling age the boys and girls of today have the good luck to be starting off in
2. Wasn't Tom funny with that big pack of his
3. Don't put a period at the end of a question
4. Niagara Falls is not far from Buffalo
5. Did he bring you many eggs
6. At the first crossroad turn left
7. Practice good table manners three times a day
8. Minneapolis is the largest wheat-milling center in the United States
9. Ah, there you are
10. Why should milk be examined
11. I drink six glasses of water a day
12. How the dogs would sniff along the trail on a trip like this

### *Practice 4*

Name ten cities, and write a sentence about each one. State facts about four of the cities, ask questions about four of them, and write exclamatory sentences about two. Watch your punctuation.

### *Contest — Question Mark*

Imagine yourself the teacher for a day of review, and write three questions about the English you have studied this term. If you place a question mark at the end of each question, you will score three points for your team.

Your teacher will probably have some of the ques-

tions answered in class. Be ready to answer your own questions and the questions of other pupils.

### The Period after Abbreviations

Notice how abbreviations and initials are punctuated.

P.M.      etc.      N.C.      Mr. L. C. Hodge

**The period is used after abbreviations and initials.**

*Miss* and *per cent* are not abbreviations.

The abbreviations in Practice 5 are commonly used. Get into the habit of writing out other words in full.

### Practice 5

Place periods after abbreviations and at the end of declarative and imperative sentences:

1. Mr and Mrs Horton, Miss Stilling, and Dr Miles motored to Washington, D C, yesterday
2. They left New York at 6:30 A M and arrived in Washington at 5:30 P M
3. Mr Horton is employed by D C Heath & Co; Dr Miles is secretary of a New York Y M C A
4. Messrs Bing and White sent the bracelet C O D
5. H J Reed Jr lives in St Louis

### Comma

#### *Person Addressed*

Notice how the name of the person addressed is punctuated. How many commas are there in each sentence?

1. *Jack*, do you remember that blueberry patch?
2. When will you be ready, *Agnes*?
3. I want you, *Janet*, to go with me to Priscilla's cabin tonight.

The comma is used to set off the name of the person addressed.

To set off an expression requires two commas unless the expression comes at the beginning or the end of the sentence.

---

### *Practice 6*

Punctuate the following sentences:

1. Come right in Mrs Mudge
2. Tom did you see that chipmunk
3. Why are you so late Peg
4. Do you like to travel Dot
5. Can you punctuate this sentence Edward
6. Really Flora you would enjoy *Little Women*
7. Honestly Gladys I couldn't get here a minute earlier
8. Marion would you like to ride with us to the Natural Bridge
9. Joe I don't want you to climb Mount Marcy alone
10. Do you Marie always put a question mark after a question

### *Appositives*

Study the punctuation of the following sentences. What is the use in the sentence of each italicized word?

1. We spent the night in Harrisburg, the *capital* of Pennsylvania.
2. I have a wonderful old dog, a *shepherd*.
3. In 1912 Curtiss built a flying-boat, the *father* of all the seaplanes of today.
4. A great man, in fact *one* of the greatest in American history, was Robert E. Lee, *commander-in-chief* of the Confederate army.

**As a rule, an appositive is set off by commas.**

5. You'd better telephone your friend *Florence*.
6. I *myself* saw the deer.
7. The year *1931* was a hard one for my uncle *Dick*.

The comma is not used to set off brief, commonly used, closely connected appositives.

### *Practice 7*

What is the appositive in each sentence? With what word is it in apposition? Punctuate the sentences correctly.

1. New Orleans the largest city in Louisiana has great cotton warehouses
2. Monticello the home of Thomas Jefferson is in Charlottesville
3. Mother herself baked the apple pie
4. The crown of a tooth is enamel the hardest substance in the body
5. Jim my cousin is a practical joker
6. The albatross a large bird with a beak like a duck was their daily visitor
7. Paul Revere the Revolutionary War hero was a metal worker and engraver
8. My cousin Ralph was waiting for us at the dock
9. Andrew Jackson the hero of the battle of New Orleans became president
10. My race the 50-yard swim came next
11. The play a fairy tale about a princess was given twice
12. Jack a remarkable dog hunted antelopes with his master
13. The capital cities of the Carolinas Columbia and Raleigh have many beautiful homes
14. Caius the hero of the story is a young shepherd
15. My brother Ned and my uncle Harry are playing golf

Appositives help us to express our thoughts briefly and pleasingly. By practice anyone can form the habit of using appositives.



*Practice 8*

In sentences of your own, use five of the following as appositives. Punctuate the sentences correctly.

1. the first president of the United States
2. the president of the United States
3. the capital of New York (or another state)
4. the longest river in the United States
5. the largest city in the United States
6. the second largest city in the United States
7. the best book I have read this winter
8. my favorite movie actor
9. the largest state in the United States
10. my favorite author
11. my best friend
12. the pitcher on our baseball team

*Practice 9*

Combine the two sentences in each group into one sentence containing an appositive. Punctuate the sentence correctly.

1. We spent the night in Germantown. This is a suburb of Philadelphia.
2. Mr. Collins spoke to our assembly. He is the principal of the Lincoln School.
3. Mr. Jack Bartlett knows about my work. He is head of the sporting goods department at Tracy's.
4. Here comes Jay Parker. He is our number one stunt man.
5. Amy is a spoiled child. She is the baby of the family.
6. Buck was a superb wolf-dog. He was stolen from his home in California.
7. In New York we saw the Empire State Building. It is the tallest building in the world.
8. Kack Ordle lives in that house. He is foreman of a gang of log drivers.

9. Mrs. Stanley Smith gave the party. She is Marjorie's mother.

10. Washington has a population of about a half million. It is the capital of the United States.

11. Ruth Wagner wrote *What Girls Can Do*. This is a book on vocations.

12. Mowgli was an Indian baby. He was adopted into a pack of wolves.

13. Lad was a prize collie. He was devoted to his master.

14. There goes Lefty Irving. He is the captain of our team.

15. Miss Malden spent last summer in England. She is my English teacher.

### *Series*

How are the underlined words used? Notice the punctuation of the sentences.

1. In the United States gold, silver, copper, and lead are mined.

*Gold*, *silver*, *copper*, and *lead* are four subjects of *are mined*. Three commas separate the four subjects. Such a list of words or groups of words used in the same way is called a "series."

2. Long Island is a level, sandy strip of land with market gardens and quaint, old-fashioned houses.

*Level* and *sandy* are adjectives modifying the noun *strip*. A comma separates them.

*Quaint* and *old-fashioned* are adjectives modifying the noun *houses*. A comma separates them.

3. You may hide in the barn, behind the barn, or under an apple tree.

In sentence 3 two commas separate the three prepositional phrases.

Notice that in sentence 1 a comma is placed before *and* and in sentence 3 before *or*. It is correct to insert these commas or to omit them.

**The comma is used to separate items in a series.**

When there are only two items and *and* connects them or when two *ands* connect three words, no comma is needed.

*Cleveland and Coolidge were wise and brave and honest.*

### *Practice 10*

Underline the words or groups of words in a series. Punctuate the sentences correctly.

1. James Lewis Archie Otis and I went swimming (Three boys.)
2. James Lewis Archie Otis and I went swimming (Five boys.)
3. Maple pine and white birch shade our cottage in the summer
4. I study history geography science music drawing arithmetic and English
5. Bluefish mackerel flounders and weakfish are sought by the angler
6. A rosy-cheeked bright-eyed boy stood near us
7. A study room should not contain a radio a piano or a victrola
8. Can you keep your head your patience and your poise at all times
9. Horns are worn by both sexes of all bisons buffaloes cattle antelopes and goats
10. We looked for my little brother in the attic under the porch and behind the house
11. Have you ever built a shack got up a circus or organized a secret club
12. Do you know how to meet people to talk with them to take orders without being servile and to give orders without offending

*Addresses and Dates*

Notice how addresses and dates are punctuated:

## ADDRESSES

1. A friend from *Evanston, Illinois*, is visiting me.
2. In *Washington, D. C.*, the younger members of the Y. M. C. A. have formed a camera club.
3. In the November issue the city of *Oxford, England*, is pictured.

*Illinois, D. C.*, and *England* are set off by commas.

## DATES

1. Admiral Dewey's victory in *May, 1898*, opened the way for American rule over the Philippines.

2. On *May 5, 1821*, Napoleon died on the island of St. Helena.

*1898* and *1821* are set off by commas.

3. Delaware ratified the Constitution in *December, 1787*.

Only one comma is needed to set off *1787*.

**In an address or date each item after the first is set off by commas.**

*Practice 11*

Punctuate the following sentences. Tell why each comma is needed.

1. On August 1 1934 we reached Newport Kentucky
2. In Lynn Massachusetts shoes are manufactured
3. In Schenectady New York there are large electric works
4. Benjamin Franklin died in Philadelphia Pennsylvania on April 17 1790
5. On November 7 1934 Father flew to Washington D C
6. On November 11 1918 the Armistice was signed

7. On the night of April 18 1775 British troops arrived by ship in the Charles River

8. George Washington was born on February 22 1732 in Westmoreland County Virginia

### *Parenthetical Expressions*

A side remark which is slipped into a sentence but is not necessary to the thought is called a parenthetical expression and is set off by commas.

1. I, *like many other boys*, enjoy reading detective stories.
2. He is, *or at least seems to be*, rather queer.
3. Pittsburgh, *for example*, is famous for its iron and steel.
4. The next day, *however*, unpleasant rumors began to reach them.
5. There is a second inward curve in the lumbar, *or low-back*, region.

Read the preceding sentences without the italicized words, and you will see that omitting these side remarks would not greatly change the thought of the sentences. Parenthetical expressions are sometimes called "interrupters."

*Well, why, or now* at the beginning of a conversational sentence is commonly set off.

1. *Well*, that's too bad.
2. *Why*, I hardly know.
3. *Now*, what do you think of that?

### *Practice 12*

Punctuate the following sentences. Which expressions are parenthetical?

1. Syracuse like Utica is an important railway center
2. Rebecca however opened her bag and took the two dollars out

3. Our school both grammar and high is one hundred per cent Red Cross
4. I cannot however give you lodging
5. Frances is I think old enough to know her own mind
6. His imitation of an Italian for instance is excellent
7. Well I'll do that particular stunt myself
8. Salem like Boston is an old seaport
9. Have you by the way heard the latest about our play
10. I was to tell the truth getting a little tired of his nonsense
11. Two boys tired and hungry reached home just in time for dinner
12. There is I think a card on the house to keep other children away from the disease
13. Like everything great the lion has his share of critics and detractors.

### *Letter*

Use the comma after the greeting of a friendly letter and after the closing of any letter.

Dear Bill,  
Dear Mother.

Yours truly,  
Your loving daughter,

### *Numbers*

Notice how numbers written in figures are punctuated:

Italy now counts 60 pussy cats for each 1,000 inhabitants or a total of 40,000,000 men and 2,000,000 cats.

### *Yes and No*

Place a comma after *yes* or *no* when used as a part of an answer.

1. *Yes*, I think so.
2. *No*, that's not the answer.
3. *Yes*, it was a close game.

### Apostrophe for Contractions

Learn to spell these contractions used in conversation. They are not hard. Then get the habit of spelling them correctly, and you will escape one of the commonest and most serious errors in letters written by people of all ages — the misspelling of such simple words as *it's*, *doesn't*, *don't*, *won't*, and *isn't*.

In a contraction an apostrophe takes the place of an omitted letter.

*Are + not = aren't; did + not = didn't; it + is = it's; who + is = who's.*

aren't	doesn't	that's	we'll	can't
haven't	he's	what's	I'm	won't
isn't	it's	who's	you've	they're
wasn't	let's	I'll	they've	we're

### Practice 13

Punctuate the following sentences and give a reason for each mark you put in. The figure at the end tells how many more marks are needed in each group of sentences.

1. "Are you going straight home from school George"  
"No Im going skating" (5)
2. "Will you be at home in time for dinner"  
"Yes Ill be there before five o'clock" (4)
3. "Isnt the ice too thin"  
"No its about two inches thick" (5)
4. "Is Tom going with you"  
"No hes going to work this afternoon for Mr Sullivan" (5)
5. "Doesnt Mother expect you home after school"  
"No she gave me permission to go skating" (4)
6. "Arent your gloves too thin for such a cold day"  
"No theyre wool" (5)

7. "Havent you a muffler"  
"Yes but its at home" (5)
8. "Whats that in your overcoat pocket"  
"Why thats my English book" (5)
9. "Shall I take it home for you"  
"Yes if you will" (3)
10. "Have you anything else for me to take home"  
"Yes heres my geography" (4)

### Exclamation Point (!)

Use the exclamation point to mark an expression of strong feeling.

1. The rescuers, alas! were too late.
2. That's great! Tell Mother this instant.
3. Hurrah! Our team has won!
4. Whew! That's over!
5. "And I'm not fat either. I have such big bones."  
"Fat!" said Andy. "Fat! Of course you aren't fat. You are merely healthy."
6. Oh, what a shot that was!

Notice the comma after the interjection *oh*. An interjection which is a real exclamation is followed by an exclamation point.

### Practice 14

Punctuate the following sentences. Place above each mark the number of the rule on pages 200 and 201. The figure in parenthesis tells how many marks are needed in the sentence.

#### MODELS

1. Thats a good idea Mr Moss  
 $\begin{array}{cccc} 15 & & 6 & 2 & 1 \end{array}$   
 That's a good idea, Mr. Moss.
2. Yes he is tall lean and gray  
 $\begin{array}{cccc} 13 & & 8 & 8 & 1 \end{array}$   
 Yes, he is tall, lean, and gray.



1. I dont understand that sentence (2)
2. Ill be waiting for you Marjorie (3)
3. The Delaware River like the Mississippi is low this summer (3)
4. On July 4 1932 a crowd of 35000 saw Ruth hit a home run (4)
5. Later though we learned better (3)
6. Milwaukee the chief city of Wisconsin is about eighty-five miles north of Chicago (3)
7. In Pittsburgh one sees iron furnaces coal barges and trainloads of iron ore and steel (3 or 2)
8. Yes theyre spending January in Florida (3)
9. Jane isnt there someone at the door (3)
10. First of all be prepared for wet weather in camp (2)
11. Well what do you make of this (2)
12. Will you buy a magazine Mr Wiggin (3)
13. Oh Im so glad for you (3)
14. But Mother arent you going with us to the beach (4)
15. In Detroit Michigan are a number of large automobile factories (3)
16. Roses marigolds sweet peas and peonies are growing in Mrs Everest's garden (5 or 4)
17. Everywhere garages signs billboards and dump heaps spoil the roadside (4 or 3)
18. In his right hand he held a ball and a piece of candy (1)
19. Boston Massachusetts is the largest city in New England (3)
20. Los Angeles the center of a great fruit region has a delightful climate (3)
21. Raleigh the capital city of North Carolina is a place of culture education and beautiful homes (5 or 4)
22. On June 1 1934 Mr Wilson sold his shoe factory for \$114000 (5)
23. The honest-to-goodness hitch-hiker is a sort of grown-up Boy Scout a lover of the outdoors the open road (3)
24. The shortstop perhaps overeager fumbled the ball (3)
25. Our Fathers' God to Thee  
Author of liberty  
To Thee we sing (4)

***Mastery Test 5A — Punctuation of Simple Sentences***

Punctuate the following sentences. Using too many marks is just as bad as using too few. Therefore if you either omit a needed punctuation mark or insert a mark that is not needed, the sentence is wrong. The figure in parenthesis tells how many marks are needed in the sentence.

1. Well whats the trouble (3)
2. Los Angeles on the other hand is a beautiful city (3)
3. Anne this is Kate my friend from Detroit (3)
4. No it isnt far to the library (3)
5. Of course Mrs Earle Ill do the errand (5)
6. With the help of the school nurses the boys and girls are selected given physical examinations and sent to camp (3 or 2)
7. On July 3 1934 Mrs Harris sold her beautiful home for \$15000 (5)
8. Miss Wallis answered Mrs Allen's questions easily quickly quietly (4)
9. Mooney fanned seven men walked one and allowed only five hits (3 or 2)
10. Ohio Indiana Illinois the Dakotas Minnesota Nebraska Kansas Missouri and Washington produce millions of bushels of wheat each year (9 or 8)
11. In Grand Rapids Michigan there are many furniture factories (3)
12. Albany the capital of New York is located on the Hudson River (3)
13. Thomas A Edison was born in Milan Ohio on February 11 1847 (5)
14. Take for instance that keen-eyed boy (3)
15. Dont touch that lamp Henry (3)
16. Springfield the largest city of southwestern Missouri is in a mining lumbering and farming section (5 or 4)
17. I like many others enjoyed *Penrod* (3)
18. Whats the answer Fred (3)

19. Great Scott What a surprise (2)
20. Yes Dr Clark will be at the Y M C A at 1:15 P M today (9)

### *Mastery Test 5B — Punctuation of Simple Sentences*

Punctuate the following sentences. If you either omit a needed punctuation mark or insert a mark that is not needed, the sentence is wrong. The figure in parenthesis tells how many marks are needed in the sentence.

1. Well I didnt inquire (3)
2. Margaret can you guess the answer to the puzzle (2)
3. One night for example we were frightened by a noise in the garden (3)
4. Mrs Giles may Katherine come to my home tomorrow for dinner (3)
5. No Jim I cant do that (4)
6. I havent seen Betty for a year (2)
7. On May 7 1934 Mr Arnold bought the News Building for \$175000 (5)
8. Im going to wear a blue shirt my hiking breeches and old shoes (4 or 3)
9. Bengé held the Cubs to six hits one of them a home run by Hartnett (2)
10. McLaughlin Gaston and Morris pitched for the Red Sox (3 or 2)
11. Omaha Nebraska and Indianapolis the capital of Indiana are meat-packing centers (5)
12. Agricultural implements clothing steel and railroad cars are manufactured in Chicago the second largest city in the United States (5 or 4)
13. The *Mayflower* sailed from Plymouth England on September 16 1620 (4)
14. The schoolmaster usually good-natured was severe in his punishment of lying (3)
15. Yes Mother Ill come home early (4)
16. Why Frances where did you come from (3)

17. Whats Lillian doing this morning (2)
18. Look What a queer airplane (2)
19. Mrs Greeley of Washington D C is spending the week with Miss Spence (6)
20. Bill was rising napkin in hand (2)

### Remember that —

A **declarative sentence** tells something.

An **interrogative sentence** asks a question.

An **imperative sentence** expresses a command or a request.

An **exclamatory sentence** expresses strong feeling.

### Period (.)

A period is used —

1. At the end of a declarative or an imperative sentence.
2. After abbreviations.

### Question Mark (?)

3. The question mark is used after an interrogative sentence.

### Exclamation Point (!)

The exclamation point is used —

4. After an exclamatory sentence.
5. To mark any expression of strong feeling.

### Comma (,)

The comma is used —

6. To set off the name of the person addressed.
7. As a rule, to set off an appositive.
8. To separate items in a series.

9. To set off each item after the first in an address or date.
10. To set off parenthetical expressions.
11. After the greeting of a social letter.
12. After the closing of any letter.
13. After *yes* or *no* when used as part of an answer.
14. Between hundreds and thousands and between thousands and millions in numbers written in figures.

### Apostrophe (')

15. In a contraction an apostrophe takes the place of an omitted letter.

### Two Good Habits

1. Punctuate as you write, not after completing a number of sentences or a paragraph. On the typewriter one can't go back to insert punctuation marks.
2. If you punctuate correctly every letter and exercise you write, you will soon form the habit of inserting the needed periods, question marks, and commas, and will not have to think much about these marks.

## UNIT 10

### NOUNS

#### Capitalization of Proper Nouns

Would you prefer a history printed in this way?

the commander of the united states forces was general john j. pershing, who, along with foch, the french commander, and haig, the british commander, formed the supreme war council.

Or in this way?

The commander of the United States forces was General John J. Pershing, who, along with Foch, the French commander, and Haig, the British commander, formed the Supreme War Council.

Capitals, like commas and periods, make our sentences easier to read.

What are the two kinds of nouns in these sentences?

1. William Penn, founder of Pennsylvania, paid the Indians friendly visits, ate with them, and took part in their games.

*William Penn*, *Pennsylvania*, and *Indians* are proper nouns, because they name one man, one state, and one race.

*Visits* and *games* are common nouns, because they apply to any visit or game.

2. When Captain John Smith went back to England, he left the colony at Jamestown without a leader.

The proper nouns *Captain John Smith*, *England*, and

*Jamestown* name one person, one country, and one colony.

The common nouns *colony* and *leader* apply to any colony or leader.

**A proper noun is the name of a particular person or thing.**

**A common noun is a name which applies to any one of its class.**

**Proper nouns, proper adjectives, and their abbreviations are capitalized.**

John Adams	S. Dak.	United States	Henry Clay
English	French	German	Italian

The names of school subjects except languages are common nouns.

history	geography	grammar	spelling
arithmetic	music	science	hygiene

Proper nouns include:

1. Names of the days of the week, the months of the year, and the holidays (but not names of the seasons).

Sunday	August	Fourth of July	summer
Wednesday	Christmas	fall	spring

2. Geographical names — streets, avenues, lakes, rivers, oceans, mountains, countries, states, cities, railroads.

Forty-sixth Street	Lake Michigan	Pacific Ocean
Fifth Avenue	Nile River	Rocky Mountains
Denver	New Hampshire	Union Pacific Railroad

3. The words *North*, *East*, *South*, *Northwest* when they name sections of the country.

Marjorie spent last winter in the *South* and last summer in the *West*.

On Friday we motored *east* a hundred miles to Albany and then *south* a hundred fifty miles to New York. [In this sentence *east* and *south* denote directions.]

4. Great events or documents of history.

Revolutionary War	Declaration of Independence
Battle of Bunker Hill	Pure Foods and Drugs Act

5. Names of parts of our government.

Congress	House of Representatives	Police Department
Senate	Altoona Board of Education	Fire Department

6. Names of political parties, religious sects, and races.

Democrat	Methodist	Presbyterian	Jew
Republican	Catholic	Indian	Negro

7. Names of churches, schools, and buildings.

Lee School	First Baptist Church
University of Illinois	Woolworth Building
Horace Mann School	Chrysler Building

*Elementary school, high school, college, or school* is capitalized only if the word refers to a particular school.

After completing *elementary school* I expect to attend a *high school* in Chicago and a *college* in California.

I attend *Roosevelt School*; my brother is in *Central High School*; and my sister is in the *University of California*.

8. Titles before proper names and such titles as *the President, the King*.

Judge Burton	Doctor Gray	Captain Jenks
King George	Aunt Marie	Professor Holmes

*Mother, Father, Dad, Grandfather*, and similar names may be written either with or without capitals.



I'll ask *Mother* and *Father* that question.

I'll ask *mother* and *father* that question.

When a pronoun precedes *mother*, *father*, *dad*, or *grandfather*, no capital is used.

I'll ask my *mother* and *father* that question.

### 9. Titles of books, poems, stories, and compositions.

"The Star-Spangled Banner"	<i>Tales from Shakespeare</i>
"The Lady or the Tiger?"	<i>Story of My Life</i>
<i>Book of the Camp Fire Girls</i>	<i>Days and Deeds</i>

Notice that prepositions (*of*, *from*) and conjunctions (*or*, *and*) are not capitalized. *A*, *an*, and *the* are capitalized only when they begin titles.

### 10. Names given to God and names for the Bible and divisions of the Bible.

Old Testament    Psalms    Lord    Father Almighty

### *Practice 1*

Capitalize the following. Give a reason for each capital. The figure in parenthesis tells how many capitals have been omitted.

1. Have you ever read hamlin garland's *boy life on the prairie*? (5)

2. An engineer in the woolworth building called the fire department. (4)

3. After graduating from wilson school, everett entered a high school in cleveland. (4)

4. Last spring we lived for a month at the statler hotel in boston. (3)

5. Washington irving was born in william street, new york, on april 3, 1783. (6)

6. William penn sailed for england, august 12, 1684, having spent not quite two years in pennsylvania. (4)

7. The largest college in the city of new york is columbia university. (4)

8. Other english captains set out to trade with the rich spanish settlements in the west indies. (4)

9. The united states gained by the louisiana purchase of 1803 a large area west of the mississippi river. (6)

10. In 1681 the quakers settled pennsylvania. (2)

11. How many french were in the forts lying between lake erie and the ohio river? (5)

12. Mr. arthur, colonel roosevelt, and professor simpson are the guests of governor davis. (7)

13. My title is "a tragedy of my childhood." (4)

### *Practice 2*

Copy from your history, arithmetic, or other books ten sentences in which proper names are capitalized. Be ready to explain why each capital is used.

### *Practice 3*

Prepare to write from dictation the following letter. Turn to page 36 to find out how to study for a dictation. Think why each capital is needed.

*16 Walnut Place  
Rochester, New York  
September 19, 1934*

*Dear Helen,*

*Here we are home again! Last Tuesday the "Baltic" brought us safely into New York harbor.*

*While in the city, we stayed at the Pennsylvania Hotel on Seventh Avenue and Thirty-second Street. We were there but three days but had time to go to the top of the Empire State Building — one hundred two stories, I think. The view of the Hudson River, the New Jersey shore, and Central Park was wonderful.*

*On Wednesday we took a Fifth Avenue bus about town.*

*Father pointed out to us Lord and Taylor's, Altman's, the public library, the French Building, and Columbia University. Such beautiful things in the windows! The library, a fine building, made me think of Venice, because there were so many pigeons about. At Forty-second Street and Fifth Avenue the streets were crowded with people, and we had to wait a long time for the green light. Finally we moved slowly north in a perfect sea of cars. At Grant's Tomb we turned around, and came back along Riverside Drive.*

*On Friday we went to the Bronx Park. One needn't go to Africa to see the jungle animals. They are all here.*

*On Saturday morning the New York Central Railroad brought us home. The time seemed long, in spite of the fact a friend had given me an interesting book, "Men of Iron," by Howard Pyle.*

*I'm just now getting started in Washington Junior High School. Geography, arithmetic, history, and English are my regular subjects. Since seeing Paris, I am eager to begin the study of French.*

*Mother and Aunt Kate send love. We all hope to see the dear Briggs family at Christmas time.*

*Can't you, Helen, run up your first vacation? Do you have school on Columbus Day? Is it any inducement to say I bought you some Venetian beads?*

*I'm saving my trip to tell you about when I see you.*

*Lovingly,*

*Grace E. Tucker*

### **Mastery Test 6A — Capitalization**

Capitalize the following sentences. If you omit a needed capital or insert a capital that is not needed, the sentence is wrong. The figure after a sentence tells how many capitals have been omitted.

1. In senior high school judge reed studied history, english, typewriting, geometry, and german. (4)

2. Father went west by the canadian pacific railroad and lived in the west all winter. (4)

3. The empire state building is on thirty-fourth street and fifth avenue, new york. (9)

4. For christmas professor williamson gave me *jan of the windmill* and *story book of science*. (8)

5. After a year in the george washington junior high school josephine last fall entered a junior high school in san francisco. (8)

6. The topic of my composition for tomorrow is "how to bathe a dog." (3)

7. The colorado river rises in the rocky mountains. (4)

8. This year christmas comes on sunday. (2)

9. In the battle of long island general howe missed a chance to capture the american forces. (6)

10. Have the democrats or the republicans a majority in congress? (3)

### *Mastery Test 6B — Capitalization*

Capitalize the following sentences. If you omit a capital that is needed or insert a capital that is not needed, the sentence is wrong.

1. My course in elementary school includes history, geography, english, french, and general science. (2)

2. Last winter major allen spent a month in the south. (3)

3. The metropolitan building is on twenty-third street and fourth avenue. (6)

4. On the fourth of july I began to read lewis carroll's *alice in wonderland*. (6)

5. After graduating from elementary school jerry entered boys' high school. (4)

6. For tomorrow we are to write on the topic "a story for a camp fire." (4)

7. The susquehanna river cuts its way through the allegheny mountains. (4)

8. The constitution divides congress into the senate and the house of representatives. (5)

9. After the boston tea party general gage was made governor of massachusetts. (6)

10. We spent august in the yellowstone national park. (4)

### Plural

Which of these nouns refer to one? Which mean more than one?

boy, boys  
city, cities

ax, axes  
bench, benches

If a noun names one person, place, or thing, it is **singular**: *boy, city, ax, bench*.

If a noun refers to more than one, it is **plural**: *boys, cities, axes, benches*.

1. Plurals are commonly formed by adding *s* or *es* to the singular.

pencil, pencils  
day, days  
wave, waves

girl, girls  
table, tables  
garage, garages

After *s*, *x*, *z*, *sh*, and *ch*, *es* is added and forms a separate syllable.

grass (one syllable), grasses (two syllables)  
watch (one syllable), watches (two syllables)  
gas (one syllable), gases (two syllables)  
wish (one syllable), wishes (two syllables)  
fox (one syllable), foxes (two syllables)  
Jones' (one syllable), Joneses (two syllables)  
bench (one syllable), benches (two syllables)

### Practice 4

Write the plural of each word:

- |           |           |           |
|-----------|-----------|-----------|
| 1. horse  | 7. Burns  | 13. birch |
| 2. author | 8. radish | 14. guess |
| 3. box    | 9. sailor | 15. ranch |
| 4. glass  | 10. pupil | 16. brush |
| 5. church | 11. peach | 17. tax   |
| 6. dish   | 12. lass  | 18. rule  |

19. door	23. desk	27. mother
20. mattress	24. book	28. father
21. match	25. class	29. year
22. loss	26. aunt	30. bush

2. Six frequently used words ending in *o* add *es* to form the plural.

hero, heroes	potato, potatoes
mosquito, mosquitoes	tomato, tomatoes
Negro, Negroes	motto, mottoes

Note these four plurals formed by adding *s* to words ending in *o*:

auto, autos	solo, solos
piano, pianos	soprano, sopranos

3. Nouns ending in *y* preceded by a consonant change *y* to *i* and add *es*.

fly, flies	story, stories
baby, babies	army, armies
lady, ladies	city, cities

Nouns ending in *y* preceded by a vowel — that is, in *ay*, *ey*, *oy*, *uy* — add *s* regularly.

monkey, monkeys	donkey, donkeys
chimney, chimneys	turkey, turkeys
boy, boys	day, days

4. Some nouns ending in *f* or *fe* change the *f* to *v* and add *es*.

calf, calves	self, selves
elf, elves	sheaf, sheaves
half, halves	shelf, shelves
knife, knives	thief, thieves
leaf, leaves	wharf, wharves
life, lives	wife, wives
loaf, loaves	wolf, wolves

Other nouns in *f* and *fe* add *s* regularly.

chief, chiefs	dwarf, dwarfs
roof, roofs	hoof, hoofs
handkerchief, handkerchiefs	proof, proofs

5. A few words have a plural in *en*.

child, children	ox, oxen
-----------------	----------

6. Some words change the vowel.

man, men	foot, feet
woman, women	goose, geese
tooth, teeth	mouse, mice

7. In compound words the noun that tells about whom or what you are talking is usually made plural.

*Son-in-law* is a kind of *son*; hence the plural is *sons-in-law*. *Editor-in-chief* is a kind of *editor*; hence the plural is *editors-in-chief*.

teacup, teacups	hanger-on, hangers-on
Englishman, Englishmen	newsboy, newsboys

*Exceptions* are:

a. Nouns ending in *ful*: *spoonfuls*, *cupfuls*.

b. A few words which make both parts plural: *men-servants*, *women servants*.

8. The plurals of letters, figures, and signs are formed by adding 's.

Your *n*'s look like *u*'s and your *i*'s like *e*'s.

Cancel the *6*'s and *7*'s.

Change the + 's to - 's

9. Some nouns have the same form in the singular and the plural.

deer	salmon	shad	Chinese
sheep	trout	heathen	Japanese

(Singular) That rainbow *trout* is a foot long.

(Plural) There are many *trout* in this stream.

(Singular) There is a *sheep* in the yard.

(Plural) There are fifty *sheep* in the field.

### 10. Some nouns are used only in the plural.

scissors	pincers	ashes	(golf) links	thanks
trousers	shears	riches	goods	spectacles

The scissors are dull.

His trousers are too short.

### 11. A few nouns ending in *s* are singular in meaning.

news	measles	civics	mathematics
physics	mumps	the United States	

Many nouns that are singular in form have a plural meaning. **The name of a group is a collective noun.**

army	class	company	flock
committee	team	crew	couple
family	club	herd	jury

Collective nouns have plural forms: *armies, committees, families, classes*.

### *Practice 5*

Write the plural of the following:

- |               |                     |               |
|---------------|---------------------|---------------|
| 1. grass      | 11. hero            | 21. heathen   |
| 2. potato     | 12. wolf            | 22. tomato    |
| 3. family     | 13. chief           | 23. company   |
| 4. knife      | 14. class           | 24. fly       |
| 5. bookcase   | 15. reply           | 25. carpenter |
| 6. 4          | 16. daughter-in-law | 26. auto      |
| 7. apple      | 17. ax              | 27. roof      |
| 8. manservant | 18. fairy           | 28. pony      |
| 9. trout      | 19. fisherman       | 29. army      |
| 10. gas       | 20. lass            | 30. stitch    |



31. woman	38. thief	45. guess
32. mouthful	39. Burns	46. tooth
33. committee	40. dish	47. calf
34. navy	41. monkey	48. sheep
35. journey	42. handkerchief	49. turkey
36. deer	43. half	50. radish
37. daisy	44. solo	51. baby

### Practice 6

Prepare to write from dictation the following sentences:

1. Farmers sell tomatoes, potatoes, apples, radishes, peaches, turkeys, and donkeys.
2. Fishermen catch trout, salmon, shad, and weakfish.
3. The ladies are gathering daisies and lilies in the valleys.
4. Buses and autos keep policemen busy.
5. In stories we find wolves, thieves, old women, young wives, enemies, babies, chiefs, and fairies.
6. There are three Alices and two Joneses in my classes.
7. His *o*'s look like *o*'s and his *k*'s like *h*'s.
8. Did the Negroes fight like heroes against the mosquitoes?
9. The hunters shot with their rifles two wolves, two bears, and three deer.
10. Do monkeys take long journeys under clear skies to pick berries?

### Gender

**Nouns denoting males are in the masculine gender:** *boy, man, bachelor, husband, uncle.*

**Nouns denoting females are in the feminine gender:** *girl, woman, maid, wife, aunt.*

**Names of things that are neither male nor female are in the neuter gender:** *star, tree, house, pond, mountain.*

Some words may be either masculine or feminine: *pupil, child, parent, friend, cat, teacher, musician, baby.*

My cousin invited me to her commencement. [*Cousin* is feminine.]

Dick is my cousin. [*Cousin* is masculine.]

My cousin is in Maine. [*Cousin* is either masculine or feminine.]

Generally different words are used for masculine and feminine.

MASCULINE	FEMININE	MASCULINE	FEMININE
drake	duck	bull	cow
gander	goose	monk	nun
buck	doe	sir	madam

Many feminine nouns end in *ess*.

MASCULINE	FEMININE	MASCULINE	FEMININE
actor	actress	host	hostess
god	goddess	lion	lioness
master	mistress	prince	princess
heir	heiress	waiter	waitress

### Practice 7

Write the following words in two columns headed *masculine* and *feminine*:

uncle, aunt; maid, bachelor; goose, gander; doe, buck; sir, madam; heroine, hero; Francis, Frances; Joseph, Josephine; widow, widower; deaconess, deacon; duke, duchess; nun, monk; heiress, heir; mother, father; prince, princess.

### How to Form the Possessive

How are the italicized words used?

Oh! say, can you see, by the *dawn's* early light,  
What so proudly we hailed at the *twilight's* last gleaming?

Each noun with an apostrophe shows ownership or possession and is in the possessive case.

The possessive case denotes ownership or possession.

The possessive of a noun always has an apostrophe. (These six possessives of pronouns end in *s* but do not have an apostrophe: *his, hers, its, ours, yours, theirs.*)

### *Possessive Singular*

To form the possessive singular of a noun, add *'s*.

Although this rule looks easy, many boys and girls find it hard to learn to spell the possessive correctly in their writing. Don't change the word. Don't add a letter or omit a letter. Just write the word and then quickly put *'s* AT THE END of it.<sup>1</sup>

year + 's	= year's
child + 's	= child's
lady + 's	= lady's
monkey + 's	= monkey's
woman + 's	= woman's
Jones + 's	= Jones's
enemy + 's	= enemy's
boy + 's	= boy's
fox + 's	= fox's
policeman + 's	= policeman's
Dickens + 's	= Dickens's
father + 's	= father's

### *Practice 8*

Write the possessive singular of each of the words on the next page. First write all the words just as they

<sup>1</sup> Nouns ending in *s* may take the apostrophe only: *Moses', James', Dickens', Burns', Jones'*. The easy way is always to add *'s* at the end of the word. Stabbing the name by putting the apostrophe before the *s* (*Dicken's*) is a serious blunder.

are in the book; don't change a letter. Then quickly place 's AT THE END of each word.

- |            |             |               |
|------------|-------------|---------------|
| 1. girl    | 10. thief   | 18. mosquito  |
| 2. day     | 11. horse   | 19. wife      |
| 3. summer  | 12. baby    | 20. fisherman |
| 4. boy     | 13. soldier | 21. goose     |
| 5. man     | 14. cousin  | 22. hero      |
| 6. donkey  | 15. pupil   | 23. teacher   |
| 7. officer | 16. ox      | 24. dog       |
| 8. mouse   | 17. Burns   | 25. woman     |
| 9. bird    |             |               |

If you get into the habit of spelling the possessive singular correctly, you will avoid in your letters the common and serious error of misspelling words like *boy's*, *girl's*, *man's*, *dog's*, *horse's*, *John's*.

### *Practice 9*

Prepare to write from dictation the following sentences:

1. Jim's home is an hour's walk from Newport.
2. Please send me a catcher's glove and a first baseman's glove.
3. Philip's father walked up to the doctor's door.
4. Is that a cat's tail or a dog's tail?
5. Do you prefer a sailor's or a farmer's life?
6. After an hour's ride we arrived at Uncle Ralph's home.
7. In a tree in my uncle's yard I saw a bird's nest.
8. After an hour's search I found Helen's watch.
9. Julia's mother is staying at a friend's cottage.
10. Is that your mother's or your sister's dress?

### *Practice 10*

Prepare to write from dictation the following paragraphs. Be sure to spell the possessives correctly.

## ON MY UNCLE'S FARM

During my month's stay on my uncle's farm swimming, eating, and sleeping made up many a day's work. Each morning I was awakened by a rooster's crowing. Rover's barking, Dobbin's neighing, a duck's quacking, a turkey's gobbling, and a cow's mooing were sounds I liked to hear. A cricket's chirping and a katydid's shrill song lulled me to sleep each night. Once a mosquito's buzzing woke me up in the night.

One day Cousin James and I found a crow's nest in Mr. Holmes's tall tree. There weren't any eggs or little crows in it.

One of James's jobs was to drive the cows to pasture. I often helped him. We had to drive them through Mr. Clark's woods. Under a tree near the road I found a snake's skin, a boy's whistle, and a man's pipe.

I shall not forget Aunt Jane's pies, cookies, fried chicken, and ice cream.

*Practice 11*

Write sentences containing the possessive singular of these words:

year	girl	bird	Mr. Adams	woman
child	boy	man	brother	fox
lady	teacher	Ralph	sister	enemy
baby	hour	father	farmer	month

*Possessive Plural*

There are two steps in forming the possessive plural. If you try to do two things at a time, you are likely to do both badly. In learning the possessive plural, save time by taking one step at a time.

1. To form the possessive plural, first write the plural.

SINGULAR	PLURAL	SINGULAR	PLURAL
year	years	Jones	Joneses
child	children	enemy	enemies
lady	ladies	man	men
monkey	monkeys	fox	foxes
woman	women	policeman	policemen

2. Then add 's to the plurals of words that do not end in s and an apostrophe to the plurals that end in s. Do not change the plural in any other way. Do not omit a letter. Just add 's or an apostrophe.

The plurals that end in s are checked.

PLURAL		POSSESSIVE PLURAL
✓ years	+ ' =	years'
children	+ 's =	children's
✓ ladies	+ ' =	ladies'
✓ monkeys	+ ' =	monkeys'
women	+ 's =	women's
✓ Joneses	+ ' =	Joneses'
✓ enemies	+ ' =	enemies'
men	+ 's =	men's
✓ foxes	+ ' =	foxes'
policemen	+ 's =	policemen's

### *Practice 12*

Write the plural of each of the words in Practice 8. Then change the plural to possessive plural by adding an apostrophe or 's. Don't change a letter in the plural. Just add an apostrophe or 's.

### *Practice 13*

Write sentences containing the possessive plural of these words:

girl	woman	day	horse
boy	teacher	month	thief
man	lady	week	brother

*Mastery Test 7A — Possessive*

Complete each sentence by filling the blanks with the correct forms of the words in parentheses:

1. In your class are the — marks higher than the —?  
(boy) (girl)
2. The — patrol keeps order in the — lunch room.  
(boy) (pupil)
3. I like — and — stories. (Barbour) (Clemens)
4. Is — baseball in — desk? (Harry) (Ralph)
5. Mr. Andrews sells — and — suits. (man) (boy)
6. Please send me a — mask and a first — glove.  
(catcher) (baseman)
7. After an — search I found my — knife. (hour)  
(brother)
8. A — burden is often heavy, and in an — time he does not go far. (donkey) (hour)
9. — and — shoes are sold in that department store.  
(lady) (child)
10. My — cottage is a — throw from the lake.  
(grandfather) (stone)

*Mastery Test 7B — Possessive*

Complete each sentence by filling the blanks with the correct forms of the words in parentheses:

1. In your class are the — books cleaner than the —?  
(girl) (boy)
2. My sister sells — and — dresses. (woman)  
(child)
3. — geography is on — desk. (Alice) (Father)
4. That — pay for a — work is twenty dollars.  
(man) (week)
5. I like that — hat better than —. (girl) (Nellie)
6. After painting my — house Mr. Baldwin took a — rest.  
(uncle) (week)
7. The — club is giving the plan a three — trial.  
(woman) (month)

8. At a — house I saw a — nest. (friend) (robin)  
 9. The science book is —, and the book on aviation is —. (Tom) (Ned)  
 10. Have you read — *Biography of a Grizzly* or — *Oliver Twist*? (Seton) (Dickens)

### *Distinction Exercise*

Use each of the following words or expressions correctly in a sentence:

- |                              |                         |
|------------------------------|-------------------------|
| 1. year's, years             | 8. city, cities         |
| 2. ladies, ladies'           | 9. Burns, Burnses       |
| 3. boys, boys'               | 10. Francis, Frances    |
| 4. teachers, teachers'       | 11. waiter, waitress    |
| 5. baby's, babies            | 12. brother's, brothers |
| 6. woman's, women's          | 13. captain, Captain    |
| 7. day's, days               | 14. west, West          |
| 15. high school, High School |                         |



## UNIT 11

# PRONOUNS

**A pronoun is a word used instead of a noun.** This definition you know, and you have had some practice in finding pronouns in sentences. But do you always use pronouns correctly when you speak and write?

### Personal Pronouns

Which of the following pronouns refer to the person speaking? Which to the person spoken to? Which to the person or thing spoken of?

1. My brother and I went to visit our uncle.

*My, I,* and *our* refer to the person or persons speaking. They are pronouns of the first person.

2. You left your hat in the dining room.

*You* and *your* stand for the person spoken to. They are pronouns of the second person.

3. He and his sister went with their aunt to her summer home.

*He, his, their,* and *her* refer to the person or persons spoken of. They are pronouns of the third person.

All these pronouns of the first person, the second person, and the third person are personal pronouns.

**A personal pronoun shows by its form whether the person speaking, the person spoken to, or the person or thing spoken of is referred to.**

### Practice 1

Make a list of the personal pronouns in the following sentences. In your list place (1) after a pronoun in the first person, (2) after a pronoun in the second person, and (3) after a pronoun in the third person. The figure in parenthesis tells how many personal pronouns there are in the sentence.

1. My sister and I decided to ask two of our friends to go with us on a picnic. (4)

2. Over the telephone my sister said to one of her friends, "Will you and your brother Joe go with my brother and me on a picnic tomorrow?" (6)

3. "Joe and I would hate to miss it," said Marjorie. "Are you taking your bathing suits?" (4)

4. "Yes, we're taking them," said my sister. (3)

5. Mother prepared the lunch for us and drove us to Sunken Meadow Park. (2)

6. Joe is a wonderful swimmer; he can swim much faster than I. (2)

7. Marjorie is an excellent cook; she fried the potatoes and kept them piping hot. (2)

8. A maple tree dropped some of its leaves on our picnic table. (2)

9. A thrush sang its song to us. (2)

10. When we reached home, Marjorie said, "We've thoroughly enjoyed your picnic." (3)

### Case

Both *I* and *me* are personal pronouns of the first person; both *he* and *him*, personal pronouns of the third person. In the following sentence what is the difference in use between *I* and *me*? Between *him* and *he*?

I saw him, but he didn't see me.

*I*, the subject of the verb *saw*, is in the nominative case; *me*, the object of the verb *did see*, is in the objec-

tive case. *Him*, the object of the verb *saw*, is in the objective case; *he*, the subject of the verb *did see*, is in the nominative case.

The case of a pronoun depends upon its use in the sentence.

Subjects of verbs and predicate nominatives are in the nominative case.

(Predicate nominative) It is *I*.

(Predicate nominative) Was it *she* or her sister?

Objects of verbs and of prepositions and indirect objects are in the objective case.

(Object of verb) I saw *him* yesterday.

(Object of preposition) Harry gave the book to *me*.

(Indirect object) Harry gave *me* the book.

Only seven commonly used English words have different forms for the nominative and the objective case.

<i>Nominative</i>	I	we	he	she	they	who	whoever
<i>Objective</i>	me	us	him	her	them	whom	whomever

The possessive case of a pronoun shows ownership or possession.

*His* cap is new, but *mine* is old.

### Practice 2

Tell the use and case of each personal pronoun in the following sentences:

#### MODEL

I gave him my book.

*I* — subject of *gave*, nominative case

*him* — indirect object of *gave*, objective case

*my* — modifier of *book*, possessive case

1. He and I went with her.
2. It was they.
3. Will you go with him and me?
4. Father gave him and me bicycles.
5. They are my friends.
6. She and I need your help.
7. Harry and I saw your rabbits.
8. Father climbed the mountain with her and me.
9. It was she and I.
10. He and Jack won the first tennis game from Henry and me.

## The Personal Pronouns Grouped

### *First Person*

	SINGULAR	PLURAL
<i>Nominative</i>	I	we
<i>Possessive</i>	my, mine	our, ours
<i>Objective</i>	me	us

### *Second Person*

	SINGULAR AND PLURAL
<i>Nominative</i>	you
<i>Possessive</i>	your, yours
<i>Objective</i>	you

### *Third Person*

	SINGULAR			PLURAL
	<i>Masculine</i>	<i>Feminine</i>	<i>Neuter</i>	
<i>Nominative</i>	he	she	it	they
<i>Possessive</i>	his	her, hers	its	their, theirs
<i>Objective</i>	him	her	it	them

Old forms of the second person, *thou, thy, thine, thee*, and *ye*, are found in the Bible and are sometimes used in poetry.

### Correct Case

Which forms are correct?

1. Who is there? — (I, me)

The correct pronoun is *I*, because *I* is the subject of *am* understood.

2. Is it —? (he, him)

*He* is the predicate nominative of the verb *is*. The predicate nominative of a verb is in the nominative case.

3. My aunt had sleeping quarters for all except Louise and —. (I, me)

*Me* is the object of the preposition *except*. The object of a preposition is in the objective case.

4. — were the winners. (he and I, him and me)

*He* and *I* are subjects of the verb *were*. The subject of a verb is in the nominative case.

Errors in case are commonest in compound subjects and compound objects. Everyone says, "*He* was the winner" and "*I* was the winner." For that reason it should be easy to get into the habit of saying "*He* and *I* were the winners." Everybody says, "Mother sent *me* to the store." Why should anyone have trouble with "Mother sent Jean and *me* to the store"?

### Practice 3

Fill the blanks with the correct pronouns. Explain the use in the sentence of each pronoun selected.

1. Are you and — going? (he, him)

2. — are reading *Up from Slavery*. (John and I, me and John)

3. Is that ——? (her, she)
4. —— two sat in the rumble seat. (us, we)
5. Grace went with Mother and —— . (I, me)
6. —— and —— can't swim. (her, she) (I, me)
7. John and —— went to the game yesterday. (I, me)
8. My scoutmaster called another tenderfoot and —— to his desk. (I, me)
9. —— and —— are going to play baseball. (he, him) (I, me)
10. Every week my father and —— went to the beach. (I, me)
11. Father sent Jerry and —— for the cattle. (I, me)
12. The principal will select either —— or —— . (he, him) (I, me)
13. —— and —— have been friends for years. (her, she) (I, me)
14. It was neither —— nor —— . (he, him) (her, she)
15. Let us divide the Christmas candy between you and —— . (I, me)
16. —— went for a walk. (he and I, me and him, him and me)
17. Are you and —— in the same class? (he, him)
18. Edith invited —— and —— . (her, she) (I, me)
19. —— and —— went to the store for Mother. (her, she) (I, me)
20. I like to play with Marion and —— . (her, she)
21. The director of the camp invited another boy and —— to his cottage for dinner. (I, me)
22. Let Miriam sit between you and —— . (I, me)
23. The teacher told —— girls a good story. (us, we)
24. Who is making that noise? —— (I, me)
25. Everyone but —— and —— had gone to the movies. (her, she) (I, me)

#### *Practice 4*

Read aloud three times the correct sentences in the preceding exercise. Choose quickly. This practice will help you to get into the habit of using correct pronouns.

*Practice 5*

Why is each italicized word correct? Repeat these correct expressions until you form the habit of using them.

1. *He* and *I* like to skate.
2. Will you go skating with *him* and *me*?
3. *She* and *I* like to sew.
4. Will you sew with *her* and *me*?
5. *We* girls are forming a sewing club.
6. Mother gave *us* girls a sewing basket.
7. Is the box of candy for *him* or *me*?
8. *He* and *I* will divide the candy.
9. It wasn't *she*.
10. Was it *he*?
11. Father gave *her* and *me* a pup.
12. Where were you and *he* yesterday afternoon?
13. Why aren't you and *she* going to the game?
14. Shall I send for *him* or *her*?
15. The winner was neither *he* nor *I*.
16. Mother saw my brother and *me* in the boat.
17. *We* boys won the spelling match.
18. Catherine asked my sister and *me* to her party.
19. Frank and *I* have not missed a day.
20. No one but *him* knew the answer.

*Practice 6*

In sentences of your own, use correctly —

- |                      |                       |
|----------------------|-----------------------|
| 1. He and I          | 7. You and I          |
| 2. Him and me        | 8. You and me         |
| 3. My brother and I  | 9. My uncle and I     |
| 4. My brother and me | 10. My uncle and me   |
| 5. She and I         | 11. He and Edwin      |
| 6. Her and me        | 12. She and Charlotte |

**Word Order**

When speaking about yourself and another, as a matter of courtesy mention the other person first.

1. — went to the Yale-Harvard football game. (I and my father, my father and I)

*My father and I* is correct and shows the speaker well-bred, because he mentions his father first and himself last. *Father and I* is the compound subject of *went*.

### Practice 7

In each sentence select the courteous expression:

1. — are going to cook our supper in the woods on Thursday. (I and some other girls, some other girls and I)
2. Come with —. (Jimmy and me, me and Jimmy)
3. — went to the game. (a friend and I, I and a friend)
4. Neither — thought of the fire extinguisher. (I nor my mother, my mother nor I)
5. Last Saturday — had lunch in a Chinese restaurant. (I and my sister, my sister and I)

### Double Subject

(Right) Mr. Hyde was a small man. [*Mr. Hyde* is the subject.]

(Wrong) Mr. Hyde he was a small man. [*Mr. Hyde he* is a double subject.]

(Right) My opponent made an inaccurate statement. [*Opponent* is the simple subject.]

(Wrong) My opponent she made an inaccurate statement. [*Opponent she* is a double subject.]

(Right) Sherlock Holmes walked around the house. [*Sherlock Holmes* is the subject.]

(Wrong) Sherlock Holmes he walked around the house. [*Sherlock Holmes he* is a double subject.]

### Practice 8

What is the double subject in each sentence? Correct the sentence.



1. Mary she went to get a drink.
2. One man he crawled up the ladder.
3. The stranger he walked down the road.
4. Louise she is a brave girl.
5. Jim Hawkins he never forgot his mother.
6. The pitcher he couldn't put the ball over the plate.
7. Wolf he asked for some food.
8. One boy he suggested playing punch ball.
9. Billy Bones and Black Dog they had a fight.
10. Rachel and Mary they went to see *The Silver Candlesticks*.

### *Them, Those*

Which is correct?

1. — are mine. (them, those)

*Those* is the correct subject. *Them* is in the objective case; a subject is in the nominative case.

2. — shoes hurt my feet. (them, those)

The adjective *those* modifies the noun *shoes*. A pronoun in the objective case never modifies a noun.

### *Practice 9*

Fill each blank with *them* or *those* and give a reason for your choice:

1. I have read all — books.
2. — flowers are artificial.
3. — Giants are good hitters.
4. One of — boys has my ball.
5. Throw away — papers.
6. — girls are in my class.
7. Are — chickens yours?
8. Where did you find — rubbers?
9. — are my books.
10. — big fellows won't let us play here.

**Practice 10**

If you ever use the double subject or *them* for *these* or *those*, read aloud three times the correct sentences in Practice 8 and Practice 9.

**Compound Personal Pronouns**

Compound personal pronouns end in *self* in the singular and *selves* in the plural. The following are the compound personal pronouns:

	SINGULAR	PLURAL
<i>First Person</i>	myself	ourselves
<i>Second Person</i>	yourself	yourselves
<i>Third Person</i>	{ himself herself itself	themselves

**There are no such words as *hisself* and *theirselves*.**

**Practice 11**

In each sentence select the correct word:

1. Joe's brother enjoyed — in the mountains. (himself, hisself)
2. Milton played by —. (himself, hisself)
3. All the boys enjoyed — on the trip. (theirselves, themselves)
4. He is master of —. (himself, hisself)
5. Bob hurt — in the gymnasium. (himself, hisself)

**Interrogative Pronouns**

How are the italicized words used?

*Who* is captain?

*Which* do you like best?

*What* is the answer?

The interrogative pronouns, *who*, *which*, and *what*, are used in asking questions.

### Case

*Who*, the nominative case, is used as the subject; *whom*, the objective case, is used as the object of a verb or a preposition.

It is easier to find the use of a word if the sentence is arranged in grammatical or natural order: (1) subject and modifiers; (2) verb; (3) object, predicate adjective, or predicate nominative.

Which pronoun in each sentence is correct?

1. — is it for? (who, whom)

The grammatical order of the sentence is, "It is for (who, whom)?" *Whom* is object of the preposition *for*. ("Who is it for?" is, however, good conversational English.)

2. — is your geography teacher?

The grammatical order is, "Your geography teacher is (who, whom)?" *Who* is the predicate nominative of the verb *is*.

### Practice 12

Fill each blank with the correct or preferred word. Tell how each pronoun selected is used in the sentence.

1. — was elected president of the Book Club? (who, whom)

2. — did the pupils elect president of the Book Club? (who, whom)

3. — saw you in the post office? (who, whom)

4. — did you see in the post office? (who, whom)

5. — is the captain? (who, whom)

6. With — did Harry go skating? (who, whom)
7. For — does Mr. Clemson work? (who, whom)
8. — are these men? (who, whom)
9. — do you know in Santa Barbara? (who, whom)
10. For — are you going to vote? (who, whom)

### Indefinite Pronouns

Other troublesome pronouns are the indefinites.

1. *Neither* is present today.
2. *Both* are sick.
3. *One* was sick yesterday.
4. *Many* are going to the fair.

In these sentences *neither*, *both*, *one*, and *many* are indefinite pronouns.

**Indefinite pronouns point out less clearly or definitely than *this* and *that*.** (The pronouns *this* and *that* are called "demonstrative pronouns.")

Although there are only five frequently used personal pronouns (*I*, *you*, *he*, *she*, *it*), three interrogative pronouns (*who*, *which*, *what*), and two demonstrative pronouns (*this*, *that*), there are about forty in the indefinite pronoun family. Some of them are: *each*, *either*, *neither*, *anyone*, *anybody*, *anything*, *everyone*, *everybody*, *everything*, *someone*, *somebody*, *something*, *no one*, *nobody*, *one*, *some*, *any*, *many*, *few*, *all*, *both*, *none*, *such*, *other*, *each other*, *another*, *one another*, *several*.

*One*, *other*, and compounds of *one*, *body*, and *else* form the possessive singular by adding 's.

### Practice 13

Prepare to write the following sentences at dictation. Be sure to spell the possessives correctly.

1. Everybody's answer is wrong.
2. Everybody else's cottage has electric lights.

3. We corrected each other's compositions.
4. Everyone's work is neat.
5. One's friends are valuable.
6. Everybody's story was handed in on time.
7. One should take advantage of one's opportunities.
8. We marked each other's spelling papers.

### Pronouns and Adjectives

Do you always know the difference between an adjective and a pronoun? What are the italicized words?

1. *This* is a torn book. [*This* is a pronoun used as the subject of the verb *is*.]

2. *This* book is torn. [*This* is an adjective modifying the noun *book*.]

3. *Each* did his share of the work. [*Each* is a pronoun used as the subject of the verb *did*.]

4. *Each* boy did his share of the work. [*Each* is an adjective modifying the noun *boy*.]

5. *One* was lost. [*One* is a pronoun used as the subject of the verb *was lost*.]

6. *One* baseball was lost. [*One* is an adjective modifying the noun *baseball*.]

### Practice 14

In sentences of your own use the following words as pronouns and as adjectives:

this	other	some	few
that	either	any	all
one	neither	many	both

### Agreement with Antecedent

The noun for which a pronoun stands is called its antecedent.

1. Danny is training *his* dog.

*His* is used instead of *Danny*; *Danny* is the antecedent of *his*.

2. Has Mildred completed *her* story?

*Her* is used instead of *Mildred*; *Mildred* is the antecedent of *her*.

**In number, person, and gender a pronoun agrees with its antecedent.**

We need to watch the number of our pronouns, especially if the antecedents are words like *each*, *everybody*, and *anyone*.

*Each*, *every*, *either*, *neither*, *anyone*, *anybody*, *everyone*, *everybody*, *someone*, *somebody*, *no one*, *nobody*, *one*, *many a*, and *a person* are singular.

To decide whether a singular or plural pronoun is correct, find the antecedent and notice its number; then use a pronoun in the same number.

Which is the correct pronoun in each sentence?

1. Everyone was in a hurry to get to ——— classroom.  
(his, their)

*His* is correct, because the antecedent *everyone* is singular.

2. Every boy has ——— own ideas about the best way to spend the summer vacation. (his, their)

*His* is correct, because the antecedent *boy* is singular.

3. Everyone is expected to do ——— bit for the unemployed.  
(his, his or her, their)

*His* is correct. *His or her* calls attention to the fact that men and women are included. It is correct but clumsy.

4. One can spend happy evenings in — own home. (his, one's, their)

Either *his* or *one's* may be used to refer to *one*.

### Practice 15

Fill each blank with a suitable pronoun and tell the antecedent of each pronoun used:

1. After dinner everyone took off — coat. (his, their)
2. Everybody did — homework. (his, their)
3. Everybody ran to — own seat. (his, their)
4. Did everyone prepare — speech? (his, their)
5. Everybody studied — English lesson. (his, their)
6. Any member may bring — friends. (his, their)
7. Everyone should take — hat off in the school building. (his, their)
8. Every girl did — best. (her, their)
9. My mother bought some nuts and gave — to the squirrel. (it, them)
10. Each girl had been guilty of some neglect of — health. (her, their)
11. Everybody should be careful of — pronunciation. (his, their)
12. Everyone tried to persuade Kak to remain with —. (him, them)
13. Everyone did — best to straighten the logs. (his, their)
14. Each pupil had to go to the front of the room and tell the class about — book. (his, their)
15. Everybody must bring — book. (his, their)
16. Everyone had — chance. (his, their)
17. Everyone may choose — own topic. (his, their)
18. Everyone desires to look — best. (his, their)
19. Each one had a chance to show — skill in the tournament. (his, their)
20. What radio fan doesn't enjoy seeing pictures of — favorite radio entertainers? (his, their)
21. One should learn how to speak — language correctly. (his, one's, their)

22. Each runner put — foot on the mark. (his, their)  
 23. Everyone there enjoyed —. (himself, themselves)  
 24. Any girl going with us has to take — books. (her, their)  
 25. One can be successful in — own town. (his, one's, their)

### *Practice 16*

Read the correct sentences in Practice 15 aloud three times. Supply the correct word quickly.

### *Error Box*

Jot down all the errors you hear in the use of pronouns, and bring them to class. Do not include errors made by boys and girls in grades below the seventh. After the sentence write the name of the person who made the mistake; or if the speaker was a stranger, tell where you heard it.

#### EXAMPLE

- Jessie will drive up and take we girls along. (Jane Rollins)  
 That isn't her on the front seat. (Movie)  
 Between you and I he must be mistaken. (Street car)

Be ready to correct the errors you hand in. The teacher may have the wrong sentences placed in the Error Box every day for a week or two, and then open the Error Box for a period of class correction.

### *Mastery Test 8A — Pronouns*

Select the correct or preferred word or expression to complete each sentence. On your paper write this answer after the number of the sentence. (Right - Wrong = Score)

1. It is —. (he, him)
2. Frank and — went home. (I, me)



3. — will go. (he and I, him and me, me and him)
4. — girls belong to the Story Club. (them, those)
5. — girls are going. (us, we)
6. We shall meet you and — at the game. (her, she)
7. Between you and — I don't believe that story.  
(I, me)
8. The bull chased Henry and —. (I, me)
9. My — is spending the winter in California. (uncle,  
uncle he)
10. Has anyone lost — coat? (his, their)
11. Each may take — pencil. (his, their)
12. Is everyone in — place? (his, their)
13. — is the governor of this state? (who, whom)
14. The boys found some old tin cans and tied — to the  
fence. (it, them)
15. Everybody should be careful of — English. (his,  
their)
16. Nobody may leave — seat without permission.  
(his, their)
17. Theodore and Albert went to New York by —.  
(theirselves, themselves)
18. — took the oversea railroad to Key West. (I and  
my brother, my brother and I)
19. Uncle Will gave the candy to Elizabeth and —.  
(I, me)
20. No one but — escaped. (he, him)

### *Mastery Test 8B — Pronouns*

Select the correct or preferred word or expression to complete each sentence. On your paper write this answer after the number of the sentence. (Right - Wrong = Score)

1. It is —. (she, her)
2. My brother and — went for a ride. (I, me)
3. — went to the store. (her and me, me and her,  
she and I)
4. He asked for John and —. (I, me)

5. — boys have formed a club. (us, we)
6. My — caught sixteen flounders. (father, father he)
7. Are you going swimming this afternoon with Ralph and —? (I, me)
8. Where did you buy — books? (them, those)
9. The flag belongs to Frank and —. (I, me)
10. Everyone must do — own work. (his, their)
11. Each player may select — partner. (his, their)
12. Everybody is to bring — own pencil and paper. (his, their)
13. — is the president of the Better Speech Club? (who, whom)
14. The author of these plays did not want to have — published. (it, them)
15. Everybody should put — things away. (his, their)
16. One of the boys lost — book. (his, their)
17. Sidney decided to publish the paper by —. (himself, himself)
18. Mother sent Grace and — for a quart of ice cream. (I, me)
19. — saw pineapples growing in Florida. (Helen and I, I and Helen)
20. Boys like — are respected. (he, him)

### *Review Questions*

1. In what case is the subject of a verb? The object of a verb? The predicate nominative? A word showing ownership or possession? The indirect object? The object of a preposition?

2. Seven commonly used English words have different forms for the nominative and the objective case. Give the nominative and the objective of these seven pronouns.

3. Write sentences in which you use all the personal pronouns ending in *s*. Spell the pronouns correctly.

*Example:* Is the baseball *ours* or *theirs*?

4. Why is "Jerry and I" better than "I and Jerry"?

5. What is the error in the sentence "Dorothy she will bake the cake"?

6. What is the error in the sentence "Them are my books"?

7. Tell the part of speech of *all* in sentences 1 and 2:  
(1) All the boys were ready at nine o'clock; (2) All were ready at nine o'clock.

8. In the sentence "Every pupil in the class is writing his autobiography," what is the verb? The subject? Why is *his* correct?

## UNIT 12

### THE RIGHT WORD

#### Putting Thoughts into Words

John had been the first to raise his hand when Miss Jackson asked who knew any stories about birds that were helpful to farmers. He knew several interesting stories about flickers destroying harmful insects. But his speech was hesitating, and he made a poor recitation because he did not have the right words to express himself.

What about your vocabulary? Can you explain things clearly, or do you, too, hesitate and stumble for lack of words? Do you use the same word over and over? Vary your vocabulary. Try to use words which express exactly what you mean.

#### *Vocabulary Test A*

In each of the following sentences one word is in italics. Under each sentence are five words or expressions. Select the one of the five which means the same or nearly the same as the word in italics. Write this word or expression on your answer paper after the number of each sentence. Do not copy the sentences.

1. The chest *contained* many treasures.  
furnished, held, raised, hid, contributed
2. A *famous* artist visited the school.  
handsome, strange, favorite, natural, noted

3. Some people have no *regard* for other people's property.

respect, anxiety, regret, eagerness, room

4. The boy built a model of an *ancient* ship.

foreign, anchored, old, pirate, trading

5. The boys *observed* strange tracks in the snow.

followed, hunted, drew, discussed, noticed

6. He took this *opportunity* to win their sympathy.

petition, friend, hard luck story, occasion, opposition

7. She *descended* the stairs hurriedly.

scrubbed, went down, pounded, examined, climbed

8. American Indians have strange *habits*.

customs, tepees, totems, moccasins, features

9. The ground seemed *moist* when we sat on it.

rough, soft, damp, uneven, dry

10. Dorothy knew she was a *lucky* girl.

studious, tired, frightened, fortunate, frivolous

11. *Fables* teach us good lessons.

books, plays, stories, movies, failures

12. The view from this rock is *gorgeous*.

magnificent, blurred, ordinary, extensive, trivial

13. That kind of citizen is *undesirable*.

well-liked, unsteady, useful, practical, not wanted

14. He boasted to the other boys about his *bravery*.

brilliancy, courage, stamp collection, skill, courtesy

15. The soldiers hurried to the *trench*.

mess hall, train, parade, ditch, attack

16. I am *positive* they will come.

afraid, glad, hoping, doubtful, sure

17. The woman told the crowd about the *incident*.

danger, fun, happening, accident, runaway

18. The hoot of the owl is a *mournful* sound.

sad, cheerful, funny, frequent, sweet

19. Theodore Roosevelt Jr. inherited an *illustrious* name.  
peculiar, famous, disgraceful, ordinary, difficult
20. Frank showed us his hiking *outfit*.  
shoes, plans, pictures, equipment, staff

### *Vocabulary Test B*

1. He *completed* the work in a short time.  
corrected, finished, criticized, erased, copied
2. The *object* of the meeting was announced to everyone.  
purpose, place, time, result, president
3. She *succeeded* where others had failed.  
climbed, tried, chuckled, wrestled, won
4. Which do you *prefer*, roast beef or chicken?  
eat, purchase, dislike, choose, suggest
5. Each had his *opinion* about the robbery.  
story, excuse, warning, idea, orders
6. He *obtained* his license several days later.  
lost, discovered, returned, removed, secured
7. The carpenter *accomplished* more than we expected.  
achieved, complained, requested, donated, attempted
8. In India the cow is a *sacred* animal.  
savage, holy, petted, troublesome, frightened
9. Everett had great *confidence* in his father's word.  
faith, dislike, experience, annoyance, doubt
10. The warm room made the children *drowsy*.  
noisy, sleepy, active, discontented, talkative
11. Anne's friends thought that she seemed more *liberal*  
than her brother.  
bitter, sarcastic, comfortable, generous, healthy
12. Helen Wills Moody is an *expert* tennis player.  
clumsy, quick, serious, reliable, skillful
13. Our little dog leads a *joyous* life.  
active, lazy, merry, sheltered, miserable
14. He has a *gruff* manner of speaking.  
pleasing, funny, harsh, happy, hesitating

15. The snow was *dazzling* in the sunlight.  
glaring, dirty, deep, slippery, beautiful
16. Friends received *tidings* of his safe arrival.  
maps, news, tokens, sketches, descriptions
17. Her mother tried to *suppress* a smile.  
describe, ignore, force, check, create
18. Charles Lindbergh proved that he was *fearless*.  
clever, well-trained, reckless, patient, brave
19. I pledge *allegiance* to the flag of the United States of America.  
strength, loyalty, happiness, greatness, patriotism
20. The principal stopped to *ponder* the question.  
ask, read, consider, quarrel about, talk about

### Why Learn New Words?

How strange it would be if we had no words with which to express our thoughts! If we could talk only with signs, how difficult it would be to make our desires known! Imagine yourself traveling through villages in Russia where English is not spoken. How would you get food? How would you find your friends if you were lost? You would have to use signs, and then perhaps you would not get what you wanted. All your life you will be traveling through a world in which you will need words. You can learn these by hearing them, by seeing them in books, magazines, and newspapers, and especially by using them.

### Notebook Work

Begin at once your Vocabulary List in your notebook and add to it regularly. You will enjoy watching it grow. This device may help you remember to learn new words, to avoid overworking words, and to use more descriptive expressions.

*New Words*

DATE	WORD	MEANING	SENTENCE ILLUSTRATING THE USE
Apr. 1	excel	surpass	He wanted to <i>excel</i> in baseball.
Apr. 2	alert	watchful	By being <i>alert</i> , he learned the game more quickly than his brother.
Apr. 3	courageous	brave	He proved to be a <i>courageous</i> fireman.

**The Dictionary**

The most important book to use in building your vocabulary is the dictionary. If you are not accustomed to using one, you do not realize how much you can learn about each word. The dictionary gives not only the meaning, but the pronunciation, spelling, part of speech of each word, and even the language from which it comes. You should become so familiar with it that you can find words quickly.

Try opening your dictionary as near the middle as possible. What letter do you find? Try opening it in the middle of the first half. What letter do you find? Try opening it in the middle of the second half. What letter do you find? You will discover that the middle is between *k* and *l*; the end of the first quarter in the *d*'s; the end of the third quarter about the last of the *r*'s. Repeat this procedure until you can open the dictionary quickly at these divisions.

**Practice 1**

Keeping these divisions in mind, tell in which quarter you will find the following words:

house	swallow	fright	observe
noun	pumpkin	trick	queer
diet	chimney	valuable	bureau



*Practice 2*

As the teacher pronounces each of the preceding words, locate it quickly and with as little fumbling as possible. As soon as you find it, raise one hand, keeping a finger of the other hand on the word. See how often you are the first to locate it.

*Game*

You will be given ten minutes for this game. Copy the following words. Find each in the dictionary. Write after each the number of the page on which you find it. At the end of ten minutes a check will be made to see who has found the most words.

arrange	hoard	bargain	finance
pamphlet	twelve	kerosene	endorse
wither	wistful	gasoline	smallpox
contempt	marble	vocation	paragraph
event	division	rainbow	legend
investigate	puncture	arithmetic	immortal

*Alphabetizing*

Learning to arrange words in alphabetical order will help you to locate words more quickly in the dictionary. In case the words begin with the same letter, it is necessary to consider the next letters in order.

*Practice 3*

Arrange the words in each group in alphabetical order:

## 1

mission	never	worry	everybody
because	heart	caution	know
storm	physician	friendly	valid
accurate	jump	object	receive

## 2

definite	arrest	dictate	accident
dwarf	avenge	dike	domino
duchess	dark	attract	applause
admirable	absolute	drought	among

## 3

bold	bail	belief	bitter
boat	bystander	bought	beat
buckle	bind	broken	butterfly
bright	blast	barrier	blood

### Use of Guide Words

The guide words at the top of each page in the dictionary are additional help in locating words quickly. The arrangement of the guide words differs somewhat according to the dictionary. In Webster's *New International Dictionary* and in the *Winston Simplified Dictionary* the guide words at the top of the page are the first word and the last word on the one page; in the *Standard Dictionary* the guide words are the first and last words on both pages.

### Practice 4

If *cow* and *crayon* are the guide words on one page, which of the following words would you find on that page?

crash	coward	carver	confess
church	circulate	cradle	crab
crook	crawl	coyote	cranberry

List five words which would be found on a page if *frequent* and *from* were the guide words.

### Finding Out How Words Are Pronounced

Last week a new boy came into the class. When the teacher called on him, everyone was surprised at

his peculiar pronunciation. The pupils wondered why he made mistakes in pronouncing such easy words.

Presently the class learned that he had lived in another country the greater part of his life and that English was still a strange language to him. As the pupils listened with amusement to his awkward pronunciation, few realized how often they mispronounced words which they had used all their lives.

Are you satisfied with your own pronunciation? Just because you have always pronounced a word a certain way, does that make your way correct? Get the habit of consulting the dictionary every time you are in doubt. Yet you cannot tell how a word is pronounced unless you are familiar with the important marks of pronunciation which the dictionaries use.

### Diacritical Marks and Key Words

To pronounce a word correctly one must know the sounds of the letters in it. Signs called "diacritical marks" give the sounds of the vowels and of a few consonants. In the front of every dictionary will be found a page entitled *A Guide to Pronunciation*, and at the top or bottom of every page of the dictionary will be found an abbreviated key. Because the diacritical marks in dictionaries vary somewhat, one needs to study those in his own dictionary.

The pronunciation of some words is shown by marks, of others by the use of other letters. When the letter *s* has the sound of *z*, the word is respelled in parenthesis to show the pronunciation; as, *rise* (*rīz*). When *k* is silent, the dictionary shows it by the spelling in the parenthesis; as, *knot* (*not*).

*Practice 5*

Study these markings given by several dictionaries:

- a —  $\bar{a}$  (date);  $\grave{a}$  (desperate);  $\hat{a}$  (dare);  $\check{a}$  (at);  $\acute{a}$  (sofa);  
 $\grave{a}$  (after);  $\grave{a}$  (arm)  
 e —  $\bar{e}$  (even);  $\acute{e}$  (event);  $\check{e}$  (net);  $\check{e}$  (recent);  $\bar{e}$  (cover)  
 i —  $\bar{i}$  (fine);  $\check{i}$  (fin)  
 o —  $\bar{o}$  (cold);  $\check{o}$  (sob);  $\delta$  (oblige);  $\hat{o}$  (organ);  $\check{o}$  (loft);  
 $\check{o}$  (confess)  
 oo —  $\bar{oo}$  (soon);  $\check{oo}$  (stood)  
 u —  $\bar{u}$  (use);  $\check{u}$  (tub);  $\hat{u}$  (unite);  $\hat{u}$  (turn);  $\check{u}$  (circus)  
 th — ~~th~~ (they); th (think)

*Practice 6*

Which word in each line has in the dictionary a letter marked like the one at the beginning of the line? Refer to the above table or to the dictionary.

- $\bar{a}$  — rate, dart, hat, cast, surface  
 $\bar{e}$  — left, erase, cent, over, me  
 $\check{i}$  — sin, dine, time  
 $\hat{o}$  — obey, sob, sober, contract, soft, order  
 $\bar{oo}$  — food, wood, root  
 $\hat{u}$  — rudder, burn, up, unjust, unit  
 th — thin, that, though, whether

*Practice 7*

Copy the following words, marking the vowels. Then pronounce them correctly. Read down, then across.

ape	at	ask	arm
lay	lag	last	lark
slate	slam	slant	salve
clay	clap	class	cart
paste	pat	path	park
tame	tan	task	tar
game	gap	glance	garb

## Syllabication and Accent

The dictionary shows how words are divided into syllables and indicates which syllable should receive the greater stress or accent. When you say the word *wisdom*, you put more emphasis on the first part — that is, you accent the first syllable.

You will find these words divided and accented as follows: *fa'vor-ite*, with the emphasis on the first syllable; *in-ven'tive*, with the emphasis on the second syllable; *il'lus-tra'tion*, with a slight emphasis on the first syllable, indicated by a light mark ('), and the greater stress on the third syllable, indicated by a heavy mark ('). Some dictionaries use two marks (") for the light accent and one mark (') for the main accent — *il''lus-tra'tion*.

### Practice 8

Copy the following words and place the accent marks correctly:

di-rect	re-gret	ve-hi-cle	com-mu-ni-ty
u-nit	ter-race	un-just	ath-let-ic
ac-cept	spir-it	at-tempt	o-ver-alls
fre-quent	o-bey	twi-light	pa-tri-ot
pic-ture	traf-fic	pi-an-o	the-a-ter

### Practice 9

Copy the following words, divide them into syllables, and place the accent correctly. Use the dictionary when you are in doubt.

character	electricity	courteous	Saturday
mechanic	recreation	conjunction	hospital
material	beautiful	apricot	necessary
familiar	additional	irrigation	positively
government	congratulation	superintendent	particularly

**Practice 10**

Copy the following words in your notebook. After each word write in parenthesis the pronunciation given in the dictionary. Learn to pronounce each word correctly.

arctic	forehead	heroine	Tuesday
salmon	column	sieve	mortgage
yolk	weapon	drowned	heiress
leisure	often	calm	apparatus
toward	corps	antique	attacked

**Practice 11**

The following words are frequently mispronounced. Look them up, copy them in your notebook, and indicate the correct division into syllables and the accent. Then study them until you have mastered the correct pronunciation.

poem	mischievous	deaf	address
history	recognize	theater	municipal
library	museum	drowned	Italy
geography	evidently	photographer	February

**Practice 12**

Good English speech requires that the final *ng* and the *th* in words be sounded distinctly. Do not say *comin'* for *coming*, *doin'* for *doing*, *seein'* for *seeing*, *tru* for *through*, *dis* for *this*, *tot* for *thought*. Pronounce the following words, paying special attention to *ng* sounds:

flinging	saying	bring	finger
bringing	cunning	king	linger
singing	playing	ring	singer
beginning	going	sing	anger

Pronounce these, watching the *th* sounds:

eighth	throw	thousand	strength
depth	three	throat	length
twelfth	think	through	farther
with	thirst	thorough	rather

### *Practice 13*

Have you ever heard conversations like the following? Avoid such careless speech. Translate the following conversations into correct English.

#### 1

“Wat’cha goin’ t’do now?”  
 “I’m goin’ t’the libery.”  
 “Take dis book wit’cha.”  
 “Awright.”

#### 2

“Wy’re you goin’ this way?”  
 “’Cause this way’s shorter’n I’m late agin.”

### *Practice 14*

Study the following sentences in preparation for reading them correctly:

1. He took part in athletics regularly.
2. Under the big elm were heaped innumerable pumpkins.
3. Hundreds listened to his patriotic address on Washington’s Birthday.
4. Do you realize that those mischievous children have torn their clothes?
5. There is an old saying that when the winter days begin to lengthen, then the cold begins to strengthen.
6. Her description was so vivid that it gave an accurate picture.
7. The boy was calm, unemotional, and courteous.
8. Are salmon deaf?
9. One sunny Saturday in autumn the boys hunted in the bushes along the creek for cocoons.

10. I positively refuse to accept your assistance.
11. Evidently you found the film interesting.
12. Correct pronunciation and enunciation require constant practice.
13. Chocolate is considered a valuable food for explorers in the arctic region.
14. The first Tuesday after the first Monday in November is election day.
15. The subject of a sentence is always in the nominative case.
16. A comfortable laboratory is an ideal place on a cold February day.
17. The sword hanging in the library belongs to an Italian who fought with the allies.
18. In Russia the government controls all theaters.
19. I made inquiry at the Information Bureau regarding my Southern trip.
20. The architect has submitted plans for the new municipal museum.

### *Practice 15*

Copy the words in italics, divide them into syllables, and place the accent correctly:

1. The *entire audience* agreed with the speaker's *opinion*.
2. You *probably* lost your *handkerchief* in the subway.
3. The coach made *practical suggestions* for improving the team's play.
4. She kept the *appointment* regularly each *Wednesday* at *eleven* o'clock.
5. Many *grammatical errors* are made in using *singular* pronouns.
6. The *aviator's ambition* was to make a transatlantic flight.
7. The *president* of the *university* was installed with fitting *ceremony*.
8. A happy frame of mind has a *beneficial* effect upon one's health.



## Studying a Word

Study the definition of the word *honor* as it is given in Webster's *Secondary School Dictionary*:

**hon'or, hon'our** (ɔn'ēr), *n.* [fr. OF., fr. L. *honor, honos.*] **1.** Esteem due or paid to worth; manifestation of respect or reverence; hence, fame; reputation. **2.** That which rightfully attracts esteem, respect, or consideration, as dignity, courage, fidelity; esp., high moral worth; nobleness; specifically, in men, integrity; uprightness; in women, purity; chastity. **3.** A nice sense of what is right, just, and true, with strict conformity thereto. **4.** Distinguished position; high rank. **5.** A token of esteem paid to worth; a mark of respect. **6.** A title given to the holders of certain honorable civil offices. **7.** A cause of respect and fame; a glory; an ornament. **8. pl.** Academic distinctions. **9. pl. Whist.** Ace, king, queen, and jack of trumps. — **Syn.** See REPUTATION, HONESTY. — *v.t.* **1.** To regard or treat with honor, esteem, or respect; also, of God, to adore, worship. **2.** To bestow honor on; elevate in rank; dignify; hence, to treat in a complimentary manner or with civility. **3.** To accept and pay when due; as, to *honor* a draft.

The word *honor* may be spelled in two ways. The spelling which is preferred always comes first. The form in parenthesis is a guide for pronunciation and should not be confused with the spelling of the word.

Several abbreviations are used. The *n.* after the parenthesis is an abbreviation of *noun*. Those in the brackets tell that *honor* comes from the Latin (*L.*) words *honor, honos*. Other abbreviations which are given are *pl.* for *plural*; *Syn.* for *synonym* (a word of the same or nearly the same meaning); *v.t.* for *transitive verb*. Additional abbreviations which are sometimes used are —

*a.* — adjective  
*adv.* — adverb  
*v.i.* — intransitive verb  
*pron.* — pronoun

*conj.* — conjunction  
*prep.* — preposition  
*sing.* — singular  
*Obs.* — obsolete (no longer in use)

### Practice 16

Copy the following words, and, consulting your dictionary, write after each word its part of speech:

to	hardly	remember	and
perhaps	anecdote	forbid	from
happy	merrily	never	pickpocket
believe	moment	shrink	not

Many words are used as more than one part of speech.

*Example:*

*Play* as a verb (*v.i.*) may mean *to frolic*; as a verb (*v.t.*) may mean *to engage in*; as a noun (*n.*) may mean *a dramatic performance*.

### Practice 17

Copy the following words and tell the parts of speech each may be:

honor	autumn	which	reply
sure	fancy	sting	white
far	still	such	trim
but	race	report	prime

### Finding a Definition That Fits

As a noun the word *honor* has nine different meanings. In the sentence "Bob has a strong sense of honor" the meaning of *honor* is the third given or *a nice sense of what is right, just, and true*. None of the other meanings would fit the sentence.

**Practice 18**

Find in your dictionary at least two different meanings of the following words. Use each word in sentences that will show these different meanings.

stamp	yoke	walk	batter
stage	frog	labor	wrap

**Writing a Definition**

You may think that you know what a word means, and yet find that you cannot give an exact definition. A boy defined a school as a building where people study. That is not a good definition, as one studies at home, in a library, or even on a train.

In giving the meaning of a word, avoid using *when* and *where*; as, *A store is where goods are kept for sale*, or *Winter is when it is cold*.

*Examples of correct definitions:*

A store is a place where goods are kept for sale.

Winter is the coldest season of the year.

**Practice 19**

Write your own definitions of the following common words. Check your definitions with those given in the dictionary, correct errors, and rewrite if necessary.

a box	a chair	a hem	a helmet
a needle	a valley	a table	a house
a pond	a circus	a pencil	a ditch

**Use of Hyphen**

The dictionary shows whether or not a word is spelled with a hyphen. The hyphen is the long heavy dash and should not be confused with the short light

dash which divides the syllables. For example, in *top-heav'i-ness*, the mark after *top* is a hyphen.

### *Practice 20*

Find out from your dictionary which of these words need hyphens. Can you work out a rule for words combined with *self*? For *any*, *every*, *some*, combined with *body*, *thing*, *where*? For words like *northeast*, *southwest*?

anybody	northwest	selfsacrifice	toothache
something	northeast	selfpraise	upstairs
nobody	southeast	hightoned	almost
everybody	himself	grandson	goodbye
anywhere	oneself	halfmoon	tomorrow

### **When to Use Capitals**

One may know that a proper name begins with a capital, and yet not be sure whether a word is a proper name. Names of important persons, places, and things will be found in a dictionary. Some dictionaries place such names at the back of the book in a list called "Dictionary of Proper Names." Others include them in the main part.

### *Practice 21*

Look up the following names of people and places. Find out who or what each is and how to pronounce it. This study will give you an idea of the varied information which may be found in a dictionary.

Buddha	Winnipeg	Trinidad	Socrates
Sir Galahad	Cairo	Lansing	Manhattan
Bluebeard	The Hague	Charles Dickens	Napoleon
Malay	Pierre	Madame Curie	Moor
Shanghai	Chopin	Sherwood Forest	Zeus

*Practice 22*

Find out from your dictionary which of the following words begin with capitals. Copy the corrected list in your notebook.

street	latin	bible	easter
english	europe	history	college
terrier	robin	april	mayflower
mathematics	palm sunday	june bug	halloween

**Finding the Plural of Nouns**

Generally, the singular of a noun is given in the dictionary. Unless the plural is given also, it may be understood that it is formed by adding *s* or *es* to the singular. For example, the plural of *hammer* is *hammers*, and is not given; but the plural of *child* is *children*, and is given: **child** (chıld), *n.*; *pl.* CHILDREN (chĭl'drĕn).

*Practice 23*

Find in your dictionary the plural form of the following words:

woman	secretary	chimney	manservant
elf	ally	ox	mosquito
alley	half	cupful	banjo
potato	sheep	brother-in-law	goose
echo	solo	wolf	lady

**Common Abbreviations**

Abbreviations which are used commonly may be found in the dictionary. Some dictionaries list them separately at the back of the book. In others they may be found in alphabetical order in the dictionary itself.

**Practice 24**

Find the meanings of the following abbreviations. Copy the list and the meanings in your notebook.

Mr.	Mrs.	A.M.	P.M.
St.	Ave.	U.S.A.	M.D.
C.O.D.	P.S.	B.C.	A.D.
Sr.	Co.	bal.	vol.
pkg.	pp.	lb.	vs.

**Words Often Misused**

**Accept, except.** *To accept means to receive. As a verb to except means to leave out, but the word is more generally used as a preposition.*

The leader *accepted* all the boys *except* Jim.

**Cute.** Use *pretty, lively, amusing, attractive*, or some other word in good usage and of definite meaning.

**Good, well.** Do not confuse *good*, the adjective, with *well*, the adverb.

He sings *well*.

**Learn, teach.** *To learn is to acquire knowledge. To teach is to instruct.*

He *learned* German in order to *teach* his brother.

**Let, leave.** *To let means to permit. To leave is to go away, or allow to remain.*

*Let* me *leave* my car in your garage.

**Most, almost.** *Most means greatest in quantity, number, or size. Almost means nearly or very nearly.*

We had *almost* reached the camp when the rain began.  
He found the *most* chestnuts.

**Principal, principle.** *Principal* as an adjective means *main* or *chief*; as a noun means the *chief person* or *head of a school or institution*. *Principle* means a *rule or law of conduct*.

Mr. Bennett is the *principal* of our school.

He is a man of strong *principles*.

**Quiet, quite, quit.** These words are annoying because of similar spelling. *Quiet* means *silent, free from noise*. *Quite* means *completely, wholly*. *To quit* means *to stop* or *to abandon*.

He was *quite* embarrassed that he had not *quit* talking when the room became *quiet*.

**To, two, too.** *To* is a preposition; *too* is an adverb meaning *more than enough* or *also*; *two* is an adjective or noun meaning the number 2.

The *two* boys were *too* excited *to* listen attentively.

### *Mastery Test 9A — Correct Word*

Select the correct or preferred word to fill each blank.  
(Right - Wrong = Score)

1. I — always drink a glass of milk for lunch. (most, almost)

2. The boys did their work —. (good, well)

3. The house was — after he went away. (quite, quiet, quit)

4. — everyone has read about Lindbergh. (most, almost)

5. I am glad that I can — your invitation. (except, accept)

6. Father — him to play golf. (taught, learned)

7. Sam wouldn't — his little brother go with him. (let, leave)

8. If you — him go now, he will return before noon. (let, leave)

9. He was — pleased with the gift. (quiet, quite, quit)
10. Her dream came true —. (to, too, two)
11. This experience will — him a lesson. (teach, learn)
12. Marion bought a — hat. (cute, becoming)
13. Don't use — many conjunctions. (too, to, two)
14. John's father agreed with the — decision. (principal's, principle's)
15. Mother told him to hurry, as it was — time for school. (most, almost)
16. Elizabeth does her work —. (good, well)
17. All were willing — Mary and Joan. (accept, except)
18. Miss Brown — us the rules for capitalization. (learned, taught)
19. Bob plays the game — for a beginner. (good, well)
20. We saw — beavers along the bank of the stream. (too, to, two)
21. Mary's mother asked us to be —, as the baby was asleep. (quiet, quite, quit)
22. No one was late — me. (accept, except)
23. Ruth took the — part in the play. (principal, principle)
24. Wouldn't your mother — you go? (let, leave)
25. In science we study about the — of nature. (principals, principles)

### *Mastery Test 9B — Correct Word*

Select the correct or preferred word to fill each blank.  
(Right - Wrong = Score)

1. — everybody likes candy. (most, almost)
2. Tom was — ill yesterday. (quite, quit, quiet)
3. My sister — me how to make candy. (learned, taught)
4. Mary knew only — rules of the game. (to, too, two)
5. Fred worked — when the teacher was watching. (well, good)
6. Our car runs —. (well, good)



7. Harry was hoping that he could earn some money —. (to, too, two)
8. The — made an announcement about the game. (principal, principle)
9. Will you — me go this afternoon, Mother? (let, leave)
10. Oscar tried to — the cat a trick. (teach, learn)
11. I cannot — your explanation. (accept, except)
12. My ears were — frozen yesterday. (most, almost)
13. You can — some animals more easily than others. (learn, teach)
14. All did well in the test — Donald. (accept, except)
15. The little girl looked — in her new pink dress. (cute, pretty)
16. — us go to the movies tonight. (let, leave)
17. Several men have — already. (quite, quit, quiet)
18. The storm — ruined our garden. (most, almost)
19. The candy looked — enough to eat. (good, well)
20. It was against his — to permit such actions. (principals, principles)
21. The boys were — when they realized the danger. (quiet, quit, quite)
22. The coach praised all the boys — Dick. (accept, except)
23. The doctor said Betty had eaten — much candy. (to, too, two)
24. Please — the door open for me. (let, leave)
25. Helen's fancy skating was the — part of the exhibit. (principal, principle)

## APPENDIX

### CONJUGATION OF *TO BE*

#### PRINCIPAL PARTS

*Present:* am

*Past:* was

*Past Participle:* been

#### INDICATIVE MOOD

##### *Present Tense*

##### SINGULAR

1. I am
2. you are
3. he is

##### PLURAL

- we are  
you are  
they are

##### *Past Tense*

1. I was
2. you were
3. he was

- we were  
you were  
they were

##### *Future Tense*

1. I shall be
2. you will be
3. he will be

- we shall be  
you will be  
they will be

##### *Present Perfect Tense*

1. I have been
2. you have been
3. he has been

- we have been  
you have been  
they have been

##### *Past Perfect Tense*

1. I had been
2. you had been
3. he had been

- we had been  
you had been  
they had been

##### *Future Perfect Tense*

1. I shall have been
2. you will have been
3. he will have been

- we shall have been  
you will have been  
they will have been

## SUBJUNCTIVE MOOD

(Notice that throughout each tense of the subjunctive the verb form is the same.)

*Present Tense*

SINGULAR	PLURAL
1. if I be	if we be
2. if you be	if you be
3. if he be	if they be

*Past Tense*

1. if I were	if we were
2. if you were	if you were
3. if he were	if they were

*Present Perfect Tense*

1. if I have been	if we have been
2. if you have been	if you have been
3. if he have been	if they have been

*Past Perfect Tense*

1. if I had been	if we had been
2. if you had been	if you had been
3. if he had been	if they had been

## IMPERATIVE MOOD

*Present Tense*

SINGULAR	PLURAL
be	be

## INFINITIVES

<i>Present</i>	to be
<i>Past</i>	to have been

## PARTICIPLES AND GERUNDS

<i>Present</i>	being
<i>Past</i>	having been

CONJUGATION OF *TO SEE*

## PRINCIPAL PARTS

*Present:* see      *Past:* saw      *Past Participle:* seen

## INDICATIVE MOOD

*Active Voice**Passive Voice**Present Tense*

SINGULAR	PLURAL	SINGULAR	PLURAL
1. I see	we see	I am seen	we are seen
2. you see	you see	you are seen	you are seen
3. he sees	they see	he is seen	they are seen

*Past Tense*

1. I saw	we saw	I was seen	we were seen
2. you saw	you saw	you were seen	you were seen
3. he saw	they saw	he was seen	they were seen

*Future Tense*

1. I shall see	we shall see	I shall be seen	we shall be seen
2. you will see	you will see	you will be seen	you will be seen
3. he will see	they will see	he will be seen	they will be seen

*Present Perfect Tense*

1. I have seen	we have seen	I have been seen	we have been seen
2. you have seen	you have seen	you have been seen	you have been seen
3. he has seen	they have seen	he has been seen	they have been seen

*Past Perfect Tense*

1. I had seen	we had seen	I had been seen	we had been seen
2. you had seen	you had seen	you had been seen	you had been seen
3. he had seen	they had seen	he had been seen	they had been seen

*Future Perfect Tense*

	SINGULAR	PLURAL	SINGULAR	PLURAL
1.	I shall have seen	we shall have seen	I shall have been seen	we shall have been seen
2.	you will have seen	you will have seen	you will have been seen	you will have been seen
3.	he will have seen	they will have seen	he will have been seen	they will have been seen

## SUBJUNCTIVE MOOD

*Present Tense*

if I, you, he see	if I, you, he be seen
if we, you, they see	if we, you, they be seen

*Past Tense*

if I, you, he saw	if I, you, he were seen
if we, you, they saw	if we, you, they were seen

*Present Perfect Tense*

if I, you, he have seen	if I, you, he have been seen
if we, you, they have seen	if we, you, they have been seen

*Past Perfect Tense*

if I, you, he had seen	if I, you, he had been seen
if we, you, they had seen	if we, you, they had been seen

## IMPERATIVE MOOD

*Present Tense*

2. see	be seen
--------	---------

## INFINITIVES

	ACTIVE	PASSIVE
<i>Present</i>	to see	to be seen
<i>Past</i>	to have seen	to have been seen

## PARTICIPLES

<i>Present</i>	seeing	being seen
<i>Past</i>	having seen	seen, having been seen

## GERUNDS

<i>Present</i>	seeing	being seen
<i>Past</i>	having seen	having been seen



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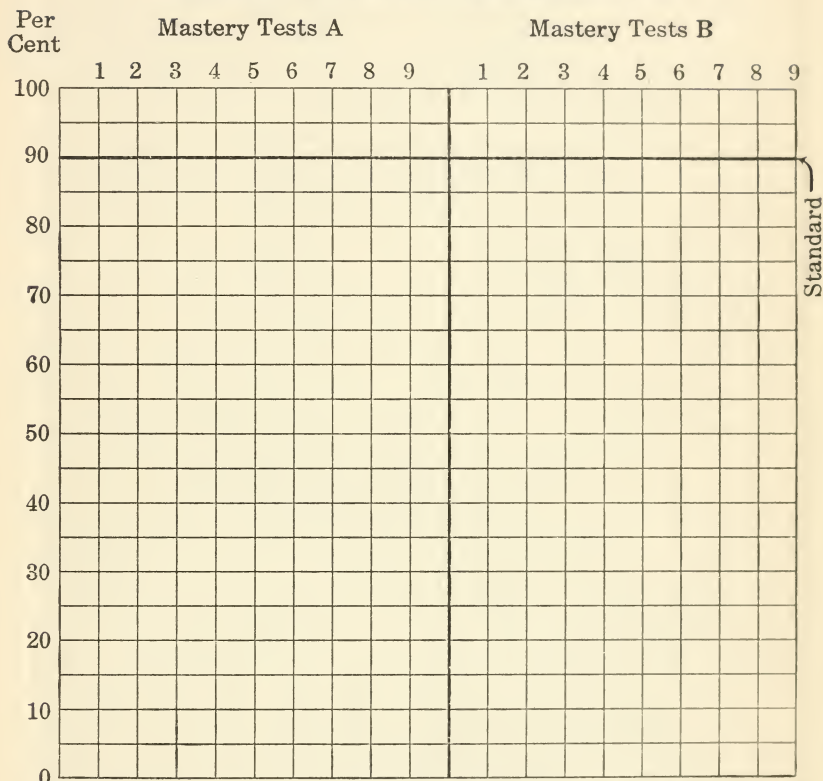


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## MODEL FOR PROGRESS GRAPH



After each mastery test place a dot where the per cent line and the line of the test number meet. Draw a line connecting these dots.

